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The Advisory Committee on Human Relations and Community Tension recommended proposals to integrate New York City's public schools. Specific recommendations included: (1) Comprehensive four-year high schools and middle schools for grades five through eight should be developed. (2) Primary units extending from prekindergarten classes through the fourth grade should replace existing elementary schools. (3) Educational complexes should be formed near the middle schools, consisting of from two to six primary units. (4) Eventually, educational parks, consisting of newly developed structures on cleared sites, should replace single middle schools and the educational complexes. (5) Facilities should be equalized in every way so that the Puerto Rican and Negro schools in the city will not continue to be older, more overcrowded, and in greater need of installation of essential facilities than other schools. Board programs to improve recruitment and advancement of minority group teachers and other personnel would be intensified; relations between the system and local teacher training institutions must be greatly strengthened. Preprimary programs of instruction should be introduced on a citywide basis, serving children as young as three years of age. Special schools and programs, particularly those for maladjusted and retarded students, should be studied independently, and the findings should be made public. A stronger policy for retaining more such students should be pursued.

Additional action toward integrated education included suggestions for an Open Enrollment-Free Choice Transfer Program, extension of the More Effective Schools Program, and special materials of instruction needed for teaching good human relations and intercultural education. Special college programs for the disadvantaged should be developed.

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BLUEPRINT for *FURTHER ACTION* Toward QUALITY INTEGRATED EDUCATION

Recommendations of the
Superintendent of Schools to the Board of Education

MARCH 5, 1965

PROPOSALS FOR DISCUSSION

NEW YORK CITY PUBLIC SCHOOLS

Office of Education-EEOP
Research and Materials Branch

Bennett O. Stal

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PREFACE

These recommendations with reference to school reorganization and quality integrated education are the result of nine months of intensive study and planning, beginning with the issuance in May 1964 of the report of the Education Commissioner's Advisory Committee on Human Relations and Community Tension. They represent the synthesis of the current educational program with planned improvements and with certain aspects of the separate reports and studies of many different committees, including the Committee on the "600" Schools, the Committee on the Reorganization of High Schools, the Educational Park Committee, the Junior High School 6-7-8 Committee, the Cabinet Divisional Committee on Integration, and others. They flow as well from the thinking expressed by a great many parents, civic, community and civil rights groups during a long series of conferences.

The recommendations must also be considered with reference to the past activities of the school system in the field of quality integrated education and the many fundamental activities, procedures, and problems involved in changing so vast and complex an organization. The projected program must be assessed realistically. Plans must consider such important factors as personnel, organizational structure, demographic projections, and the logistics of transportation and building utilization, as well as the relationships with other city bureaus and departments. But the ultimate criterion must be impact upon the children. At every step of the way there must be a conscientious and objective evaluation of the probable effect of change upon the academic, social, and ethical learning of children and upon their physical and emotional well-being.

The record of New York City in the field of quality integrated education is second to none among the large cities of our country. It is a matter of public knowledge that almost without exception the major advances have begun in this city. Only last year, in three major areas, this present Board of Education broke fresh ground: the institution of four community zoning plans; the elimination of the use of group verbal tests of intelligence; and the organization of an extensive program of pre-kindergarten classes.

Although much has been done, it must also be recognized that even more remains to be done. This report represents, in the judgment of the staff, immediate sound progress toward better education, and sets forth carefully considered policies designed to lead to even greater progress in the future. It is presented with humility in the face of the magnitude of the problems and with faith in the future of public education in New York City.

PART I

ACTION ON
SPECIFIC RECOMMENDATIONS
of the
STATE EDUCATION COMMISSIONER'S
ADVISORY COMMITTEE ON
HUMAN RELATIONS AND COMMUNITY TENSION

PART I

ALLEN REPORT

The Superintendent of Schools recommends to the Board of Education that it (adopt and accept as a basis for policy) the report prepared for it by the State Education Commissioner's Advisory Committee on Human Relations and Community Tensions, often referred to as the Allen Committee Report.

The specific recommendations contained in the Allen Committee Report are listed below, underlined, together with the proposals of the Superintendent of Schools with reference to each of the recommendations.

1. "Comprehensive four year high schools should be built at points well outside existing ethnic ghettoes, to be attended by commuting youth from points all over the city as well as by local residents." (Allen Committee Report)

1.1 Policy

It is recommended that the Board of Education adopt the four-year comprehensive high school as the basic organizational unit of secondary education. All high schools are to become four-year comprehensive units as rapidly as possible except for special academic high schools and unit trade vocational high schools.

1.2 Movement to the four-year comprehensive high school for September 1965.

1.2.1 Overcrowding on the high school level "Overcrowding" on the high school level has a meaning quite different from that on the elementary school level. For elementary school students, it means that they are receiving fewer than the required hours of instruction and are deprived of instructional time. High school

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students on the other hand may not be deprived of instructional time, although other aspects of a total school program, such as extra-curricular activities, may be impaired.

At the present time, only 8 of our 58 academic high schools are administered with a standard 8-period day, while 22 have an 11-period day or more. Indeed, in Brooklyn and Queens, more than half the high schools are now operating on an 11-period day or more. In actual practice, the difficulties involved in the maintenance of a 12-period day do not appear to be much greater than those involved in an 11-period day. For these reasons, it has been decided that available high school capacity may be estimated on the basis of a twelve-period day, but only under certain conditions.

1.2.1.1 Basic capacity was calculated from High School Division estimates, which reflect changes in the situation after the official capacities were calculated. Capacities of existing annexes were included in the calculations.

1.2.1.2 Schools in underprivileged areas were rated at a maximum of 10 periods because of the necessity for special after-school services.

1.2.1.3 Schools for boys or girls only and specialized schools were rated for a maximum of 10 periods, because of the distance of travel by some students.

1.2.1.4 When modernizations were in process or immediately pending, this fact was taken into consideration, since fewer rooms would be available.

1.2.1.5 In general, the number of periods corresponding to the degree of overcrowding is as follows:

120% of capacity	-	10 periods
125%-135% of capacity	-	11 periods
140%-150% of capacity	-	12 periods

1.2.2 Rationale of movement of ninth year pupils into high schools

Pupils were considered for transfer from the new ninth grade of junior high schools to high schools only if some specific advantage was to be gained by this movement which would more than compensate for the overcrowding on the high school level -- elimination of short-time in the elementary or junior high schools; improved integration; organization of a new 4-year high school; organization of a new middle or junior high school without grade 9. Often these reasons operated jointly and thus combined to present an unusually strong case for change.

In no cases have high schools been overcrowded solely to move toward a four-year high school pattern.

In addition, it has been necessary to bear in mind the complex administrative problems involved in moving a large additional number of pupils from one Division to another. Therefore it was decided that in the interests of orderly transition the additional number would not exceed 20,000.

1.2.3 Criteria for selection of junior high schools to lose grade 9.

1.2.3.1 The extent of overcrowding and short time of elementary school feeders or of the junior high school.

1.2.3.2 The extent of ethnic imbalance of the junior high school.

1.2.3.3 The desire to achieve an integrated situation in the ninth grade of high school and the school at large.

1.2.3.4 The extent to which normal feeder patterns might be maintained.

1.2.3.5 Travel time from junior high schools to high schools.

1.2.4 Other important factors

1.2.4.1 New high schools, such as F.D. Roosevelt in Brooklyn and Springfield Gardens in Queens will be organized to become full four-year high schools.

1.2.4.2 New junior high schools which now have grades 7 and 8 will, unless there are unusual circumstances, become three-year middle schools through the addition of grade 6, with the eighth grade pupils moving to high school in grade 9.

1.2.5 Zoning practices

1.2.5.1 It is proposed that a policy of "open zoning" be instituted which will ultimately operate as follows:

1.2.5.1.1 Each comprehensive high school will have an attendance zone.

1.2.5.1.2 Pupils will be able to attend the high schools for which they are zoned, or they may apply for any other.

1.2.5.1.3 "Available space" at other high schools will be defined at not less than 120% of capacity.

1.2.5.1.4 As it becomes evident that pupils prefer one high school to another, it will be necessary to attempt to change the thinking of pupils or alter the high school building program to fit anticipated needs.

1.2.5.2 As additional high school space becomes available, the policy should be gradually introduced beginning with ninth grade pupils entering high schools whose ethnic composition requires improvement.

1.2.5.3 In the movement of new 9th grade pupils into high schools, normal feeder patterns will be followed as far as possible, so that these pupils will have the same choices available as those which exist for pupils entering grade 10.

1.2.5.4 In cases where it is not possible to follow normal feeder patterns, pupils will be given a wider field of choice. For example, a great many of the present eighth grade pupils in Jr.H.S. 49 Brooklyn and in Jr.H.S. 117 Brooklyn are zoned for Eastern District H.S., which is not able to accommodate them. With exceptions for pupils who live immediately adjacent to Eastern District, these pupils will be zoned as follows:

- Jr. H. S. 49 Brooklyn - choice of Bryant H. S. or Grover Cleveland H. S.
- Jr. H.S. 117 Brooklyn - Franklin D. Roosevelt H. S. These pupils will also be given first priority on available places in other high schools.

A similar procedure will be used in the case of pupils from Jr. H. S. 52 Bronx and Jr. H. S. 139 Bronx, who would normally go to Morris H. S. Since this school has no space, these pupils will be given choices of all available Bronx, Manhattan, and Queens schools.

1.2.6 Movement of ninth grade pupils into high schools

1.2.6.1 **Movement of ninth grade pupils into academic high schools.** A total of 17,616 additional pupils will enter grade 9 of high schools beyond the 4717 who will be going as a result of changes made in September 1964, for a total of 22,333. This will increase the percentage of ninth grade pupils in high school from 28% of the total to almost 50%.

The effect upon the academic high schools in terms of numbers and ethnic composition is set forth in Appendix A.

The totals and ethnic percentages for any individual high school are highly tentative and sometimes represent at this time little more than an informed guess, because of a number of factors.

1.2.6.1.1 We do not know how many pupils will elect to attend vocational high schools.

1.2.6.1.2 We do not know how many pupils will be accepted into special academic high schools.

1.2.6.1.3 A large number of optional choices are available, as indicated above. It is impossible to foretell at this time the direction of these choices.

1.2.6.2 Movement of pupils into special academic high schools

Grade 8 pupils in middle or junior high schools who are being transferred to high schools will have the same rights to apply for admission to special academic high schools as now exist for graduates of eight year elementary schools. It is anticipated that the special schools will be taking a long step toward becoming full four-year institutions.

1.2.6.3 Movement of pupils into vocational high schools

The statement in 1.2.6.2 above with reference to special high schools applies equally to vocational high schools. In some cases, it may be necessary for vocational high schools to change from a 4-period shop program to a 3-period shop program.

1.2.7 Movement of pupils with reference to the junior high schools

At the present time, ten junior high schools are operating without grade 9 because pupils were sent to high schools in September 1964. For September 1965 this number will be increased to 43, and the total number of pupils involved will be increased by 17,616. Of the 33 additional junior high schools selected, 13 have minority group populations which exceed 85%. Specific details with reference to schools and numbers of children are included in Appendix B.

1.2.8 Effect of changes upon overcrowding in elementary schools

Overcrowded elementary schools will benefit greatly from the move to the four-year high school. It will be possible to eliminate short-time instruction for 7,596 pupils in 24 schools and in 267 classes in grades 2 through 6, and for 3,658 pupils in 129 grade 1 classes in 26 schools. At the same time, rooms will be available to eliminate kindergarten waiting lists for 252 children in 10 schools, and to provide pre-kindergarten classes for 1410 children.

Details with reference to schools and numbers are included in Appendix C.

1.2.9 Movement of pupils from K-5 elementary schools

Grade 5 pupils currently attending K-6 elementary schools from which grade 6 is being removed and who are zoned to enter junior high schools with 85% or more minority group population will be given the choice of going to the sixth grade in an elementary school where a greater degree of integration prevails, or of going to the designated junior high school. Where total travel time using common carrier would exceed 45 minutes or involve unusual hazards, contract bus service will be supplied. There will be approximately 30 such elementary schools, in addition to the 30 elementary schools involved last year in this Alternate Choice Program.

Pupils in elementary schools which are split feeders to grade 6-8 junior high schools will also be permitted to take part in this Alternate Choice Program.

1.2.10 Comprehensive high school

The staff has made every effort to carry out the order of the Superintendent of Schools that as many comprehensive high schools as possible be established in September 1965. However, it has not been possible at this time to devise a method which will assure that the comprehensive high schools will be fully integrated and fully representative of the educational aspirations of New York City youth.

At least until such time as all high schools are comprehensive and equivalent in quality in the public eye, it seems necessary that a comprehensive high school should have a fixed school zone. All high school students living within this geographic area should be required to attend the high school, unless they are accepted by a special academic high school or a unit trade vocational high school. If existing geographic patterns for zoning are followed, then the great majority of comprehensive high schools, reflecting the communities which surround the building, will tend to be ethnically imbalanced. The staff is unanimous in opposing the creation of comprehensive high schools under these conditions. Another problem which appears insoluble at the present time is the temporary conflict for space between the four-year high school idea and the comprehensive high school idea. In order to avoid the creation of ethnically imbalanced student bodies, it appears more practical to begin the comprehensive high schools in academic high schools which are well integrated. If this were done, then the same geographic area would have to serve all pupils, some of whom now attend vocational high schools. This academic high school might not then be available either for transfers from other areas of the city or for placement of ninth grade pupils.

In the light of these considerations, the following proposals are made:

1.2.10.1 For September 1965 a comprehensive ninth year will be added to John Jay H.S. and to Woodrow Wilson H.S. John Jay H.S. already has a geographic zone and a new one will be created for Woodrow Wilson H.S. All pupils residing within these zones and entering high school in grade 9 will be required to attend the zoned high school, unless they are accepted by a unit trade vocational high school or a special academic high school.

1.2.10.2 All new high schools will be built to operate as comprehensive high schools, except for those planned as unit trade vocational high schools. When necessary, appropriate changes will be made in plans for buildings in existing capital budgets.

1.2.10.3 In the case of two pairs of adjacent schools (Jamaica-Edison and Prospect Heights-Clara Barton), one vocational and one academic, a joint cooperative venture will be planned. Each school will keep its principal and its organizational unity, but the two will pool programs, guidance facilities, and other resources.

1.2.10.4 A lay committee will be selected immediately to devise plans and procedures for placing the comprehensive high school policy into operation as rapidly as possible. This committee will be composed of leaders of parents, civic, civil rights and community groups, and will be assisted by staff members as needed.

1.3 Plans for the future with reference to movement toward the four-year comprehensive high school

1.3.1 Revision of building programs

The key to continued future movement toward the four-year comprehensive high school is the school building program. Obviously there will have to be a revision in these plans if we are looking toward a four-grade or a five-grade elementary structure and a four-year high school. Other policies suggested below, such as the elimination of junior high schools in areas of minority group concentration, will also require fundamental changes not only in future planning, but even with reference to buildings actually under construction. Immediately upon approval of these policies by the Board of Education, an immediate and speedy review of all buildings under construction and being planned will be ordered. Where it seems doubtful that buildings under construction or in planning can be utilized as originally intended, efforts will be directed toward securing a review of planning or as a last resort, a halt in construction. The assistance and guidance of the field assistant superintendents and Local School Boards will be very important in this review.

1.3.2 In areas of majority group concentration, and particularly at the periphery of Brooklyn and Queens, there is considerable excess of elementary school space. While the factor of distance might serve as a bar to its use for primary school pupils, it might very conceivably be used for secondary school students. Upon acceptance of basic policy as requested, it is intended to conduct a study of how available space in all schools can be used to equalize building uitlization.

1.3.3 The present high school plant will have a capacity of approximately 232,000 in September 1965. This includes the opening of F.D. Roosevelt H.S. in Brooklyn, Springfield Gardens H.S. in Queens, West Side H.S. in Manhattan, and the addition to Sheepshead Bay H.S., with the transfer of an additional 18,000 9th year pupils, the estimated register will be almost 263,000, providing a 112% utilization. The original stepped-up program of construction would produce the following net additional capacity:

		Sittings	
1967			
	Jamaica (voc.)	1000	
	Susan Wagner	3000	
	Northeast Bronx	3000	
	John F. Kennedy	4000	
	Shorefront	3000	
	Food and Maritime	500	
			14,500
1968			
	South Shore	3000	
	N. E. Queens	3000	
	South Queens	3000	
	Maxwell addition	1000	
	Grady addition	900	
	Port Richmond addition	1000	
	Manhattan H. S.	3000	14,900
1969			
	South Richmond	3000	
	Southeast Bronx	3000	6,000
	TOTAL		35,400

The building program outlined above would only serve to keep the overcrowding of the high schools within manageable proportions. Therefore it will be necessary to change completely building programs for 1966-1971, both to convert elementary school requests to requests for high schools, and to seek additional funds for high schools. The extent of such additional requests will be dependent in large measure upon the use to which we can put vocational high school plant and unused elementary school space.

1.3.4 However, assuming continuation of the present and planned use of elementary, junior high school, and high school buildings, the conversion to a four-year high school organization for New York City would require an accelerated planning and construction program of approximately eight years duration. Certain guiding principles have been tentatively adopted to determine the scope and priorities of the program.

1.3.4.1 Since speed of provision of facilities is essential, high schools of 4,000 capacity should be built where feasible and desirable.

1.3.4.2 First priority must be given to the provision of additional capacity.

1.3.4.3 Conversion of existing multi-trade general vocational high schools to comprehensive high schools is a second order priority although in some instances the project may coincide with provision of added capacity.

1.3.4.4 Replacement building projects in general are a third category although the same condition applies here as in 1.3.4.3 above.

Currently there are enrolled in all high schools, and in the 9th year of junior high schools, approximately 307,000 students. The total capacity of all high schools is approximately 233,000. There exists therefore a city-wide gap of approximately 84,000 sittings in the high schools on a four-year organizational basis. It is obviously impossible to create a complete four-year high school organization before providing additional high school accommodations.

The projected enrollments for high school and 9th year junior high school are listed below for reference: (Figures rounded to the nearest thousand.)

Year	9th year	10th-12th year	Total
1964-65	89,000	218,000	307,000
1965-66	90,000	220,000	310,000
1966-67	90,000	227,000	317,000
1967-68	88,000	230,000	318,000
1968-69	91,000	229,000	320,000
1969-70	94,000	230,000	324,000
1970-71	96,000	235,000	331,000
1971-72	97,000	241,000	338,000
1972-73	96,000	246,000	342,000

The following schedule of projected high school construction has been projected to meet these needs, based on the assumption noted above.

School Year	Cumulative Capacity	Additional Capacity Built
1964-65	223,000	------
1965-66	232,000	9,000
1966-67	242,000	10,000
1967-68	255,000	13,000
1968-69	271,000	16,000

School Year	Cumulative Capacity	Additional Capacity Built
1969-70	288,000	17,000
1970-71	308,000	20,000
1971-72	328,000	20,000
1972-73	344,000	16,000

It may be argued that the goal of a four year high school could be achieved earlier by the simple expedient of building more high school capacity each year. The principal obstacle to such a plan is the admitted needs of establishing more junior high school (or middle school) capacity and replacing outmoded and obsolete elementary school plant. In light of budgetary realities, the goals set herein seem reasonable and attainable in the period set.

1.3.5 Steps to be taken

In order to conform to the schedule outlined above, three principal steps must be taken with the assistance of the Mayor, the Board of Estimate and the City Council.

1.3.5.1 Immediate

The 1965-1966 Capital Budget must be amended to include the following additional or changed projects:

For advance planning ("a")

1.3.5.1.1 Southeast Bronx High School (Classon Point)

1.3.5.1.2 South Queens High School (Rockaway)

1.3.5.1.3 Addition to Grady Vocational and conversion to comprehensive high school.

1.3.5.1.4 New Manhattan High School (West Side)

For site acquisition ("b")

1.3.5.1.5 Replacement of Eastern District High School

1.3.5.1.6 North Bronx High School

1.3.5.1.7 Addition to Queens Vocational High School and conversion to comprehensive high school

1.3.5.1.8 New Brooklyn High School (#1) location to be determined

1.3.5.1.9 New Brooklyn High School (#2) location to be determined

1.3.5.1.10 Replacement of Boys High School (Prospect Park)

1.3.5.1.11 The refurbishing of schools which are operating below capacity and the addition of special programs and services may be helpful in equalizing utilization. Plans of this kind are already under way for Haaren High School.

In view of the fact that public hearings on the Capital Budget for 1965-66 have recently been completed, it is essential that this step be adopted with dispatch.

1.3.5.2 Intermediate

The 1966-67 Capital Budget will be designed in such a manner as to incorporate the orderly progression of these projects to construction ("c") and planning ("a") status respectively. The new site selection category ("b") will include the equivalent of five new high schools or twenty thousand (20,000) new sittings. The 1967-68, 1968-69 and 1969-70 Capital Budgets will in a similar manner include the equivalent of 20,000 additional accommodations at the high school level in the site selection category. The pace at which these sittings will overtake the gap created by the conversion to four year high schools is illustrated in Appendix D. It would appear that the year 1972-73, is a prudent target year for achieving full single-session accommodations for all ninth through twelfth year students in the New York City high schools.

1.3.5.3 Long Range

While the replacement of some academic and vocational high schools (as well as the conversion of the latter to comprehensive high schools) will undoubtedly be included in the projects outlined above in (1) and (2), there will remain a number of general vocational high schools still to be accounted for at the end of school year 1972-1973. These will be converted and/or replaced as need be in the long range program after appropriate additional sittings have been made available.

1.3.6 Placement of new buildings

All new high schools will be built at points well outside existing ethnic ghettoes and available to mass transportation serving various parts of the city, and will be zoned with a view toward securing an integrated student body.

1.3.7 Summary

The projection, as already indicated, makes a number of assumptions: no change in use of existing buildings; no change in present capital budgets other than those noted; single sessions for all high schools. If any of these assumptions are altered, the process of change may be completed in less than eight years.

1.4 Services and costs

1.4.1 Movement of children

It is intended to give to ninth grade pupils transferred into high school services equivalent to those which they would have received in the junior high schools. It is also intended to extend to sixth grade pupils entering junior high school a full secondary program. The estimated difference per year in operational costs between educating an elementary school pupil and a secondary school pupil is $150. Last year, no money was appropriated in this connection. Since a total of approximately 20,000 pupils will be affected by the change, the sum of $3,000,000 will be needed. This money must be sought as an additional budget request or taken from other needed services.

1.4.2 Other services requested for September 1965

The Committee on the Reorganization of High Schools made a number of recommendations for specific action in September (see Appendix E). These recommendations are fully accepted. Of the total cost of $12,130,990, it is estimated that $8,000,000 will be reimbursed from federal programs such as EOC, VEA, NDEA, or MDTA. This leaves a total of $4,130,990 to be appropriated by the Board of Education, some of which has already been included in the proposed budget for 1965-1966.

1.5 Special academic high schools

1.5.1 The problem

The relatively small proportion of minority group youth admitted to three of our special academic high schools has long been a matter of serious concern. It is clear that many more outstanding Negro and Puerto Rican students have the potential to succeed in these schools. On the other hand, it is also important that admissions policies of such schools should continue to be based on measures of the prospective pupils' potential for success in the specialized programs offered. In short, the problem has been one of developing procedures which will be fair to disadvantaged pupils while at the same time retaining the quality of the specialized high schools. The following method is proposed to meet these goals:

1.5.2 Recommendations

It is recommended therefore, that each specialized high school establish its cut-off point as heretofore. Junior high schools should receive a letter in March indicating the names of applicants to the specialized high schools who fell below this cut-off point. At the same time, the principal of each junior high school will be asked to submit the names of X number of pupils, in a priority order, who show enough potential to succeed in the program of the specialized high school to merit further consideration.

At this point the receiving specialized high schools will determine on the basis of record, the recommendation of the principal of the junior high school, and the test score of those pupils who will get provisional acceptance to the specialized high schools. The specialized high school will send to the junior high schools the names of those who have been accepted with an asterisk after the name of those who are receiving provisional acceptance. It is understood that pupils who have provisional acceptance will attend summer schools or any other type of compensatory after-school education that it is possible to organize before September 1965. The provisional acceptance will depend upon the pupil's agreeing to attend summer school where he will probably be given courses in mathematics, science, and developmental reading. Successful completion of summer school will confirm the provisional admission and the student will become a member of the class as of September. It is assumed that specially designed guidance, remedial and other supportive services will be provided for these pupils in the specialized high schools so as to give them the best possible opportunity for success. Those who fail to complete summer school will automatically be dropped from consideration and will attend the local high schools. The number of pupils admitted to each of three specialized academic high schools (Brooklyn Technical H.S., Stuyvesant H.S., and Bronx H.S. of Science) under this procedure should be approximately 50 for September 1965. A similar procedure will be followed in admission of pupils to grade 9 of these schools. The number of pupils so admitted will not exceed 10% of the total entering class.

1.6 Other problems

A host of additional administrative and technical problems require solution including such matters as organization of schools, programming, curriculum modification, textbooks, supplies and equipment, personnel, remedial and guidance services, and the like.

It is urgent that decisions be made as early as possible so that schools may proceed to implement programs of reorganization and improvement.

2. "Fifth through eighth grade middle schools should replace junior high schools ultimately in the entire system. They should be so located as to provide for as many children as possible an experience in an integrated school." (Allen Committee Report)

2.1 General considerations with reference to policy.

Plans have been made, as indicated above, for the orderly transition of junior high or middle school from a grade 7, 8, 9 organization to one embracing grades 6, 7, 8. This might well be a step, and possibly a necessary step, in the direction of a 4-4-4 system.

At the present time, the logistics of plant utilization rule out any attempt to convert immediately to a 4-4-4 plan. Dr. Robert A. Dentler, executive head of the Institute of Urban Studies, who has been serving as our consultant, reached this conclusion:

"In the first phase of creating Complexes, our empirical analysis of Queens indicates that a change from a K-6, 7-9, 10-12, to a K-4, 5-8, 9-12, grade plan of the sort suggested in the Allen Report and taken as desirable in our Memorandum #1, is not feasible. We have reached this tentative conclusion -- in spite of our belief in the educational value of the 4-4-4 scheme -- through a careful study of the facility supply situation, present and future, in the four major boroughs of the city."

Dr. Dentler based his findings largely on the basis of lack of available high school space. He might have reached a similar conclusion on the basis of lack of middle school space Most of our junior high schools are already operating beyond capacity. The addition of grades 5 and 6 in place of grade 9 will add 40% or more to the pupil population, since the lower grades generally have higher registers than the upper grades.

An examination of the eight 4-year middle schools recommended for consideration by Dr. Dentler reveals how these two factors -- lack of high school space and lack of junior high school space -- operate to reduce the actual possibilities.

> Four (J 119 Q, J 73 Q, J 180 Q, and J 198 Q) are already overcrowded and could not possibly house another grade.
>
> One (J 53 Q) involves a school not as yet constructed.
>
> Three (J 126 Q, J 204 Q, and J 125 Q) feed into a small high school (L.I. City) which can absorb at most only a few additional pupils, so that the junior high school ninth grade pupils cannot be placed. One of these (J 126 Q) will be changed to a four-year middle school.

Transformation of the school system to a 4-4-4 organization would entail the conversion of some junior high schools to high school annexes, and of many elementary schools to middle schools. It would mean a change in organization for virtually every elementary and junior high school in the city. The educational dimensions of the four-year middle school remain to be explored, and there appears to be little consensus among educators as to its values. It is therefore neither feasible nor sound at this time to embark upon a policy of four-year middle schools, although it may be said that we have embarked upon a course which could lead in that direction.

2.2 Plans for September 1965

A great deal of staff work has been devoted to finding areas where a 4-4 plan can be instituted without overcrowding either the lower school or the middle school. It has not been possible up to this point to locate more than one location where schools can meet this condition as well as others, such as the existence of an integrated student body and the possibility of sending ninth grade pupils to high school.

The staff is continuing its work in this field. One 4-4 complex has been identified and will begin in September 1965, centering at Junior High School 126 Queens as the middle school.

2.3 Need for flexibility

Dr. Dentler, in one of his memoranda, stated:

"To us, the greatest value of our analysis of prospects for Complexes in Brooklyn has been the inductive realization that the Board of Education may aim for a uniform grade structure throughout the city. (This seems to us to make logical sense administratively and educationally for the long term, and we have more to say in a later Memorandum about setting goals toward achieving a system based on K-4, 5-8, and 9-12, or on K-5, 6-8, and 9-12.) But for the short term, pursuit of quality integrated education will require adjustment to existing school plants, population distributions and density, rates of change, and local needs. Study of the situation in Brooklyn, demographically and educationally, reveals to any unbiased investigator the need to avoid premature or rigid adherence to one grade structure scheme or another."

This point of view is fully accepted. Our school system at present is in transition and during this period many different grade structures may be in use at any one time. At this moment, for example, our middle schools or junior high schools, are 7-8-9 organizations, or 7-8, or 6-7-8, or 5-6-7-8, and some contain a range of elementary pupils. All of these differing organizations have educationally sound reasons for existence, and it seems right that we should continue to be flexible.

2.4 Elimination of "de facto segregated" junior high schools

The Allen Committee Report stated that "all of the segregated junior high schools should be eliminated." This objective is consonant with the established policies of the Board of Education.

The most feasible present method of eliminating "de facto segregated" junior high schools seems to be to close as many as possible, and to assign the children to other schools as near as possible which will permit them to receive the benefits of integrated education. However, it seems neither fair nor feasible to transfer minority group pupils out of nearby schools without leaving an element of choice to the parents.

2.4.1 Policy changes necessary

2.4.1.1 Junior high schools in areas of minority group concentration will be maintained only to the extent that parents indicate clearly that they wish their children to attend these schools.

2.4.1.2 As rapidly as possible, contingent upon the availability of space elsewhere, these schools will be converted to other uses, and the children transferred to other schools. If parents wish, they may request that children be transferred to the nearest remaining junior high school.

2.4.1.3 Junior high schools will no longer be built in minority group areas, unless it is evident that parents prefer to have their children attend junior high schools close to home, and existing plant is inadequate.

2.4.1.4 New junior high schools to serve minority group pupils will be built outside areas of Negro and Puerto Rican concentration and where they will be accessible to minority group children.

2.4.2 Construction program changes

The School Planning and Research Division will undertake a study of the impact of the elimination of "de facto segregated" junior high schools upon present and future building plans. Pending the completion of such study, certain categories of building projects, such as junior high schools, should be reviewed immediately and appropriate action taken.

2.4.3 Services

Services to schools more fully integrated will be commensurate with their greater responsibilities.

2.4.4 Other problems

2.4.1.1 Teacher transfers may present serious problems. Their solution will require consultation with the bargaining agent for teachers and other professional organizations.

2.4.4.2 The Junior High School Division understands that certain policies, such as grouping and programming, will probably require modification. (See Appendix F)

2.4.5 Plans for September 1965

In September 1965 it is intended to eliminate the following junior high school organizations:

J.H.S. 139, Manhattan - This building will be used under the Manpower Development and Training Act as a center for the training and guidance of unemployed youths and adults, and as a skills center.

J.H.S. 178, Brooklyn - This building, designed for elementary school use, will serve to relieve overcrowding at a number of surrounding elementary schools. It is urgently needed for that purpose.

Space is available for all pupils within 40 minutes travel by contract bus, or, at nearby schools for pupils who wish to remain close to home.

It will be necessary to review immediately the use of J 10 M (to replace J 139 M) and J 55 K (to replace J 178 K), both now under construction.

2.4.6 Plans for the future

As additional junior high school space becomes available, both through new building and conversions, the procedures used for J 139 M and J 178 K will be applied to other schools. There is at present considerable space available in former 8B schools which may be converted rather easily to junior high or middle schools. The one remaining "de facto segregated" junior high school in Queens, J.H.S. 142, will be given the highest priority in this program as new building creates additional classroom space.

2.5 Organization of Grade 6-8 schools as secondary schools

2.5.1 Objectives

The Superintendent of Schools has already indicated that the grade 6-8 schools will represent a downward extension of secondary education, that the status of every teacher and supervisor will be completely safeguarded, and that there will be no loss of salary or position for any teacher or administrator.

2.5.2 Legal actions requested of Board of Education

2.5.2.1 Through resolution, by-laws, or other appropriate means, the junior high school should be defined as including grade 6.

2.5.2.2 Similarly, the validity of licenses of all junior high school personnel should be extended to include grade 6. Action in this respect should be retroactive to September 1964.

2.5.2.3 Subsequent to these actions, the Superintendent of Schools will recommend appropriate modifications of Board of Education by-laws and New York State laws and regulations so as to incorporate the sixth year as an integral part of secondary school certification and licensing.

2.5.2.4 By-law Section 79, Subdivision 1 should be amended to read as follows:

Section 79 - Subdivision 1

Junior high schools shall be composed exclusively of pupils of the 6th, 7th, 8th and 9th school years. Assignments made by the Superintendent with respect to the sixth year shall be assumed by personnel of the junior high school without loss of rights otherwise provided by these By-laws. Where conditions make such an arrangement desirable or necessary, classes of pupils below the (seventh year may be grouped with the classes of a junior high school) sixth year may be placed in a junior high school under the supervision of the junior high school principals.

Note: Matter in brackets ( ) to be omitted; matter underlined is new.

2.5.2.5. The New York State Commissioner of Education should be petitioned to amend the Commissioner's Regulations, effective September 1, 1965 to read as follows:

Section 80.1 Definitions (a) as used in this part

(15) Junior high school means a registered school organized and conducted to give instruction in grades (7-9) 6-9.

(22) Secondary school means a school of academic grade between the elementary school and the college or university. Secondary schools shall be graded as junior high schools (organized unit including grades 6-9 (7-9), middle high schools (one year of high school work above the eighth grade), high schools (organized unit including grades 7-12, 9-12, or 10-12), industrial high schools (organized unit offering one, two, three or four-year industrial or trade courses open to eighth grade graduates), technical high schools (organized unit offering three-or four-year general or specialized technical courses of secondary school grade).

Note: Matter in brackets ( ) to be omitted; matter underlined is new.

2.5.2.6 Legislation should be requested to amend the State Education Law, Art. 73, Sec. 3603, so that effective September 1, 1965, apportionment of public money therein provided be made to grades 6-12 instead of grades 7-12.

2.5.3 Administrative problems

2.5.3.1 General

Changes and adaptations have been planned with reference to the following matters: objectives, curriculum; departmentalization; promotional policies; articulation within Divisions; special classes; instruction in specialized subject areas (foreign languages, language arts and reading, library, science, art and industrial arts, home economics and music); guidance; grouping, programming; after-school centers and activities; graduation; staffing and personnel; in-service training; and other problems. (See Appendix F)

2.5.3.2 Organization and structure

The 6-7-8 junior high school will be an integral part of the Junior High School Division and will be responsible to this one Divisional source in all policy and educational matters, including statistical reports and records.

2.5.3.3 In-service training

Afternoon workshop sessions will be planned to train present junior high school teachers and administrators in dealing with their new responsibilities. Sessions will be conducted in all grade 6-7-8 schools, with participation voluntary and compensated. The sum of $120,000 should be requested for this activity.

2.5.3.4 Secretarial services

Each of the junior high schools affected is faced with the turn-over of four grades 6, 7 entering and 8, 9 leaving. These schools will need additional secretarial help during the peak load in May, June, September, and October. The sum of $60,000 should be requested for this assistance.

"Primary units extending from pre-kindergarten classes through the fourth grade should replace existing elementary schools." (Allen Committee Report)

The policy decision with reference to the four-year high school will result for reasons of logistics in a K-5 primary school. This represents movement toward a K-4 school, but as indicated earlier no basic policy decision is possible at this time.

However, the 4-4 complex which will be established will include four K-4 schools. The organization of these four K-4 units, and possibly others, will supply the experience and background necessary for future expansion.

4. "Educational Complexes should be formed, consisting of from two to six primary units clustered around the middle schools." (Allen Committee Report)

4.1 Definition of complexes by consultants

The Educational Complex is generally defined as an administratively and geographically bounded set of public schools whose chief officer has the authority and other means to increase the interchange among teachers and among students in the member schools and to make the best local adaptation of schools to the service of educational and integration needs. It should contain within its boundaries fairly proximate schools and student populations, with one or two middle schools and two to six primary schools. As devised by Dr. Dentler, complexes are fairly autonomous organizational units headed by school officers with the powers of a field assistant superintendent, some of the responsibilities accorded today to principals, and with some of the functions presently performed only at headquarters. Each complex would operate somewhat like a freshly empowered and newly designed school district.

4.2 Administrative Decentralization

The place of the educational complex in the organizational structure of the school system as set forth by Dr. Dentler is sketched in Appendix G, and includes the following:

4.2.1 Chief Administrator

The chief administrator of the complex would occupy an intermediate level of administrative and instructional authority, fitting between the office of the field assistant superintendent and the office of the school principal. He would be vested with most of the supervisory, decision-making and managerial responsibilities now characteristic of the field superintendent, including rating, training, and supervising personnel, As the educational leader of the complex area, he would be in charge of community relations and cooperation with pertinent institutions, agencies, and civic groups. He should have the authority to select and supervise personnel assigned to his office. He should also control and manage the budgets and expenditures of schools in his complex.

A major purpose of Educational Complexes should be to free principals to carry on the most vital work of giving direct leadership to a single local school. The secondary yet time-consuming tasks should be taken over by the chief administrator's office. These include special guidance, supplies, transportation, use of buildings by outside groups, repairs, securing of permanent substitutes, and many clerical chores. The Complex Administrator would have the authority to deploy professional and material resources to the maximum advantage of the entire complex. With his Council of Principals, he would decide such matters as the number, size, and group of students in classes and grades.

4.2.2 Field Assistant Superintendent

The field assistant superintendent, with reference to the complex administrator, would serve to transmit Board policy and help clarify the bearing of each policy upon the special needs of the Complex; mediate communications between Complexes and headquarters; coordinate the work of Complexes with that of other schools in his district. Thus, for Complexes only, his primary task would be liaison between headquarters and the Complexes within his district. He would not appoint, regulate, or direct Complex Administrators or principals.

4.2.3 Principals' Councils

The Chief Administrator would be advised by a principals' council. This group would meet frequently to confer with and advise the chief administrator, and to intensify liaison between the Home Schools.

4.2.4 Staff Officers

Attached to the office of the chief administrator would be a series of staff officers including a curriculum coordinator, a special education coordinator, an assistant, a business manager, and others.

4.3 Curriculum decentralization

Within each Complex, there would be a curriculum coordinator holding a license as elementary school principal. He would be directly responsible to the Chief Administrator, but his function would be coordinative, advisory, and technical rather than administrative. The mission of the coordinator would be to achieve an academically effective fit between central curriculum policies and the special requirements and resources of the Complex.

4.4 Organization and procedures

4.4.1 Placement of offices

The central office of the Complex would be housed in the middle school, which would serve as its administrative curricular, research, and community headquarters, as well as a place for teacher training, exchange, and special service.

4.4.2 Advantages to be sought

4.4.2.1 Maximum interchange among teachers, pupils, and communities, as well as more even use of facilities and resources. To effectuate this, a school bus would be assigned to each complex.

4.4.2.2 Adaptability of the complex so that the curriculum and the program of instruction would be most relevant to the needs of the children and the community.

4.4.2.3 Improved and student-centered division of labor, with regard to personnel.

4.4.2.4 Strengthened cooperation with teacher training and other educational institutions.

4.4.2.5 Responsibilities within the Complex for innovative as well as routine aspects of educational practice.

4.4.2.6 The introduction and use of such modern procedures as team teaching, valuable grouping, programmes of instruction, non-graded primary units, and closed-circuit television.

4.5 Special Classes

4.5.1 Special education coordinator

A Special Education Coordinator directly responsible to the Complex Administrator, would be assigned to screen, diagnose, and assign students within the Complex and outside.

4.5.2 Special Classes

Each Complex would maintain a screening unit and a small number of classes and instructional programs for disturbed and disruptive pupils. Pupils would not be sent to other schools until the resources of the Complex had been thoroughly explored and found inadequate.

4.6 Teacher Assignment

It has been indicated that the Complex Administrator would have considerable latitude in the deployment of personnel. Negotiations would have to be undertaken with the bargaining agent for teachers in order to place this proposal into practice, as well as others.

4.7 Plans for September, 1965

It is planned to establish six educational complexes in September, 1965 with a total of 27 schools. These are listed in Appendix H. One of the complexes is of the 4-4 type, three are of the 5-3 type, and two are of the 6-3 type.

For the school year 1965-1966, these six complexes will be established generally in accordance with the major recommendations and procedures as outlined by Dr. Dentler. It must be clearly understood, however, that the commitment does not extend beyond the coming school year.

These complexes will be very carefully studied and evaluated with reference to their contributions to quality integrated education. The basic idea of the complex has obvious significant educational promise but its full effectiveness must be tested in practice. Many of the specific proposals and recommendations require extensive evaluation in various kinds of functional situations under varying conditions in different parts of the city.

Experimental

The concept of the Educational Complex is approached with the hope that it may serve as a basis for ultimate city-wide reorganization, but without pre-judgment or predilection of any kind.

5. "Eventually, educational parks housed in newly developed structures on cleared sites should replace single middle schools and their Educational Complexes." (Allen Committee Report)

The educational park concept is a new and in many ways revolutionary concept with tremendous implications for the future. The staff has been working for almost a year on an attempt to define problems and possibilities. The result is contained in Appendix I.

The study outline is herewith presented for discussion and debate. Public hearings will be held shortly to receive the reactions of interested citizens and groups.

It must be stressed that at this point the educational park is not a proposal for implementation, but rather an outline for study and discussion.

It must also be emphasized that other locations, such as the site for the new Kennedy High School and the World's Fair grounds, remain as possibilities.

6. "Facilities should be equalized in every way, so that mainly Puerto Rican and Negro schools in the city will not continue to be older, more overcrowded and in greater need of installation of essential facilities than other schools." (Allen Committee Report)

6.1 Age of buildings

As a result of determined and consistent efforts during the last ten years, mainly Negro and Puerto Rican schools are now newer than other schools. The figures in Appendix J indicate that in the city as a whole, 33% of the buildings were constructed in 1950 or subsequently and are thus comparatively new. In every area in the city inhabited mostly by minority groups, the percentage is much higher. In Bedford-Stuyvesant, for example, it is 61%, while in Harlem it is 56%.

6.2 Overcrowding

A recent survey indicated that, as of September 1965, there would be approximately 25,000 pupils in grades 2-6 on short time, and an additional 25,000 in grade 1 receiving less than five hours of instruction. Space will also be urgently needed for expansion of kindergarten and pre-kindergarten classes and to lower class size.

About two-thirds of the overcrowding exists in three sections of the city -- Bedford-Stuyvesant, Brownsville-East New York, and South Bronx. All three areas have a preponderance of Negro and Puerto Rican population.

A number of steps are planned which will reduce or eliminate the overcrowding.

6.2.1 It has already been indicated that the change in elementary organizations from K-6 to K-5 will eliminate short time for 7,596 pupils in grades 2-6 and for 3,658 pupils in grade 1, or 23% of the pupils.

6.2.2 Additional pupils will benefit from the immediate use of J 178 K as an elementary school.

6.2.3 Space will also be created as a result of the operation of the Free Choice transfer program and the Alternate Choice program for grade 6 pupils.

6.2.4 Five other procedures designed to eliminate short time in September 1965 are outlined in Appendix K.

- 6.2.4.1 Portable classrooms
- 6.2.4.2 Rented quarters
- 6.2.4.3 Conversion of non-classroom space
- 6.2.4.4 Conversion of junior high schools
- 6.2.4.5 New school building

6.2.5 Field assistant superintendents will be given authority, after consultation with Local School Boards, to use zoning variances to transfer pupils within the district in order to eliminate short time. Contract bus transportation will be supplied.

6.2.6 The Elementary School Division will be given the authority to recommend, after consultation with field assistant superintendents, Local School Boards, and Parent Associations, the assignment of pupils from overcrowded schools to under-utilized schools out of the district. Direct contract busing will be supplied, with the understanding that the bus trip may not exceed thirty minutes. Parents will have the option of having pupils remain in the home school upon application to the field assistant superintendent.

7. "The new organization of the system should be utilized to stabilize and improve the staffing of the schools." (Allen Committee Report)

7.1 Method of assignment of elementary school teachers

The present method of assigning newly-appointed elementary school teachers was devised in order to assure to all schools an equitable distribution of regular staff. It has operated successfully, as indicated by the fact that in recent years between 75% and 80% of all newly appointed regular teachers have gone to special service schools. Further, of the top four hundred names on the eligible list, approximately half are generally assigned to special service schools.

However, the present method tends to create assumptions which are not valid. Therefore, the Personnel Division has completed plans which will assure that:

..1.1 "Cut-off points" will not be used for purposes of placement in special service or non-special service schools.

7.1.2 Teachers placed in special service schools will represent a complete cross-section of ability as measured by the examination scores.

7.1.3 Teachers will not be given a choice between special service schools and non-special service schools, nor will it be assumed that a teacher who expresses no choice wishes to go to a particular kind of school.

7.2 Teachers of socially maladjusted children

It is recommended that special licenses be established for teachers of socially maladjusted children in "600" schools with separate salary schedules. Experienced teachers of such children will be given qualifying examinations.

7.3 Improved integration of professional staff

The Associate Superintendent in charge of the Personnel Division is directed to devise procedures which will improve the integration of the staffs of all schools, bureaus, divisions, and units. This effort should begin promptly and enlist the aid of the collective bargaining agent for teachers, as well as other professional groups and civic and community organizations. The procedures to be developed should begin effective operation in time to influence staff composition during the 1965-1966 school year.

8. "Board programs to improve recruitment and advancement of minority group teachers and other personnel should be extended and intensified. As part of this training relations between the system and local teacher training institutions must be greatly strengthened." (Allen Committee Report)

8.1 Teacher Recruitment

At least one professional worker will be assigned full time to the Recruitment Unit, with a traveling assignment, to expand present efforts to recruit minority group teachers. Part of his job will be to cooperate with the Urban League, the National Scholarship Service and Fund for Negro Students, Aspira, and other groups involved in similar undertakings.

8.2 Teacher Advancement

8.2.1 Examination for Assistant-to-Principal

At the present time, approximately 25% of the 1800 teachers attending the promotional seminars conducted free of charge by the Board of Education are Negro or Puerto Rican. The examination for which they are preparing, Assistant-to-Principal, will be given early in the Spring. The Board of Examiners will be directed to expedite the completion of this examination so that appointments can be made by February 1966. This should result in a substantial increase in the number of Negro and Puerto Rican supervisors.

8.2.2 Assistant Superintendent

In the circular which announced the examination for Assistant Superintendent attention was specifically directed to the desire of the school system to attract qualified minority group applicants. In order to extend the field of possibilities, candidates serving outside New York City have been urged to apply.

8.2.3 Supervisors for "600" schools

It is recommended that licenses be established for principals and assistant principals in "600" schools.

All persons now serving as head of such schools should be eligible to take the qualifying examination for "600" school assistant-to-principal or principal licenses depending on their qualifications. All regularly appointed teachers now serving in these schools and meeting appropriate qualifications should be eligible for the qualifying examination for license as assistant-to-principal in "600" schools.

8.3 Teacher Training and Relations with Teacher Training Institutions

8.3.1 Assignment of Student Teachers

It is estimated that 75% of all elementary school student teachers receive half or all of their training in special service schools. To the extent that it is entirely within the power of the Board of Education to assign student teachers, all of them receive such training. Discussions will continue with a view toward further improvement in this area.

8.3.2 Meetings with Teacher-Training College Representatives

This past year, the needs of teachers in schools servicing the disadvantaged child have been emphasized at the regularly-scheduled meetings of the Elementary Division with the representatives of the 34 teacher-training colleges in the area. This emphasis has contributed to the increase in college courses requiring students to become involved in community projects, to learn about the contributions of minorities, and to understand the needs of the disadvantaged. Plans for 1965-66 include closer working relationships with the colleges to upgrade the student-teaching experiences in the special service schools.

8.3.3 Campus Schools

Thirty, or 75%, of the elementary schools now being used as Campus Schools by 17 colleges are Special Service Schools. College staff and students use the schools for special projects, student teaching and observation. The use of special service schools has been encouraged at scheduled meetings of Campus School Members and by articles in the Campus Schools Exchange. For 1965-66 five additional special service schools will be included in the Campus School Program. As a pilot project, two coordinators will be assigned to two special service schools to work with Brooklyn and City College on the Campus School.

8.3.4 Bank Street College Educational Resources Center

By assigning teachers to assist at the recently-opened Bank Street College Educational Resource Center at 103 East 125th Street, Manhattan, the Elementary Division has increased the effectiveness of the Center. This Center will contribute to the Board of Education's teacher-training programs for disadvantaged children in this area of Manhattan. Plans for 1965-66 include a carefully-planned program for the use of the Center by the public schools.

8.3.5 Gray Areas Project with Teachers College, Columbia University

A project involving the schools and the community served by Teachers College, Columbia University is now being discussed by the staff with the College. One aspect of this project will be the improvement of the educational program of the disadvantaged child.

A program will be instituted whereby buses will be used on a planned basis to bring college education students and their instructors to visit schools in disadvantaged areas and to talk with the community leaders and school staff concerning the needs of the children in the area.

8.3.6 Great Cities Project

Substantial funds have been requested for use over a five-year period, to finance a demonstration project in which the City University and the Board of Education would cooperatively establish a program for the more effective preparation of teachers of disadvantaged children.

The proposal is New York City's effort in the nationwide "Great Cities Project" for the improvement of quality in urban education.

The New York City project, which would be financed by federal and local monies in about equal proportion, would establish a School-University Teacher Education Center in a new school now under construction. This school will have an integrated and ethnically-balanced pupil population of about 960, prekindergarten through Grade 6. Working with Queens College, the Center would -

1. Experiment with a better program for the preparation of teachers, with that preparation extending into the pre-tenure years (first three years of appointment as a regular teacher) and using an elementary school in a disadvantaged area as the focus.
2. Establish a pattern for making optimum use of school and college facilities for the preparation of teachers for schools in disadvantaged areas.
3. Provide a nucleus of teachers who, through participation in both the undergraduate and pretenure phases of this project, are well equipped to serve as leaders in other schools in the disadvantaged areas of New York City.
4. Develop a community-centered school to serve the all-round needs of the community in the disadvantaged area.
5. Develop an educational facility that could be used as a pattern for other Centers in disadvantaged areas of the city.

This proposed New York City project would have the special value of enabling the school system to establish guidelines for a realistic teacher-preparation program to provide superior teachers for schools in disadvantaged areas.

8.3.7 "Craft" Reading Project

New York is one of the cities participating in a nationwide program sponsored cooperatively by the respective cities and the United States Office of Education for the purpose of determining the best ways of teaching beginning reading to disadvantaged children.

The New York City project ("Comparison of Reading Approaches in First-Grade Teaching"), financed by $35,000 from the United States Office of Education and additional funds from the City University and the Board of Education, is under way in first-grade classes in twelve Special Service elementary schools. Developed in cooperation with the Office of Research and Evaluation of City University, the project is a study of two approaches to reading instruction -- (a) the language-experience approach and (b) the skills-centered approach, using a basal reader -- to ascertain which is the more effective for use with children in schools in disadvantaged areas.

The initial phases of this project have been so effective that application has already been made for additional federal funds to continue the study for another year, this time with attention given not only to another large group of first-graders but also to a second year of work with many of the children in this year's initial group of pupils.

8.3.8 First-Grade Reading

A second project that is part of the nationwide study to gain information on the best way of teaching beginning reading to disadvantaged children is under way in selected Manhattan elementary schools. Teachers, supervisors, and college reading specialists from City College are trying to determine the conditions (methods, teacher implementation, child background) under which first-grade children from disadvantaged homes can learn to read most effectively. This project is supported by a $35,000 grant from the United States Office of Education.

8.3.9 Reading Power Project

Financed by a $250,000 grant from The Vincent Astor Foundation, ten Special Service elementary schools in disadvantaged areas will participate in the Reading Power Project during the next three years.

Working with at least 3,000 children in grades kindergarten through four, special language-enrichment teachers and an audio-visual coordinator will reinforce the listening skills, speaking skills, experiences, and concept development basic to success in reading. Parents of the children will be actively involved in the program. College personnel and Board of Education staff will provide special training for teachers and supervisors in meeting the reading needs of the disadvantaged child.

8.3.10 Edison Responsive Environment Typewriter

At present the machine is being used by the Institute for Developmental Studies with selected five-year-olds to study the problems involved in the development of skills underlying the teaching of beginning reading to the disadvantaged child. The project will be expanded by the Institute during 1965-66.

8.3.11 Language Enrichment

A project, in cooperation with the Institute for Developmental Studies, to help kindergarten and first-grade children from disadvantaged homes to enrich their language as a basis for effective reading in grade 1, is under way in several Manhattan schools.

9. "Pre-primary programs of instruction should be introduced on a city-wide basis, serving children as young as three years." (Allen Committee Report)

9.1 Present Activities

Approximately 1500 four-year olds in 34 elementary schools are now receiving a 2-1/2 hour pre-kindergarten instructional program. This is now the largest program of its kind in the country.

9.2 Future Expansion

The budget request includes funds for the expansion of these classes to include 7000 disadvantaged children. A new curriculum for pre-school classes is now being written and will be completed by September 1965. A program of orientation and in-service training is being planned for the 200 teachers who will be added to the program.

9.3 New Summer Program

A request for funds from the federal government under the Anti-Poverty Act, if granted, will permit us to offer 17,000 four and five year olds an eight week program this summer. This program will give children who will be entering our schools for the first time this September an opportunity to gain some of the skills that will help them to succeed in their initial school experience. College students under the work-study program will assist the Early Childhood teachers assigned to these classes.

10. "Special schools and programs, particularly those for maladjusted and retarded students, should be studied independently and the findings should be made public. A stronger policy for retaining more such students should be pursued." (Allen Committee Report)

10.1 Committee on the "600" Schools

In June 1964, the Superintendent of Schools appointed a committee headed by the Deputy Superintendent in charge of Instruction, to review current practices and problems with reference to the schools for socially and emotionally maladjusted children and to make appropriate recommendations. This Committee report has been completed and has been reviewed by the Superintendent of Schools. Appendix L summarizes the major recommendations of this report for implementation during the coming school year and the actions to be taken.

10.2 Policy for retaining more such students in schools close to home

The Superintendent of Schools is in agreement with the intent of the proposal to retain a maximum number of such pupils in their home schools. This has already been suggested for the Educational Complexes which will be established, and will be given a thorough trial.

11. "As our earlier interpretation of the city ethnic trend reveals, we believe that part of the educational desirability of any plan at this time must be its mutual acceptance by both minority groups and whites. It should be obvious but does not always appear to be, that integration is impossible without white pupils. No plan can be acceptable, therefore, which increases the movement of white pupils out of the public schools. Neither is it acceptable, however, unless it contributes to desegregation." (Allen Committee Report)

Although this was not listed as a specific proposal in the Allen Report, it established the basic criteria by which to judge their merit. These criteria are fully accepted and have served as the basis for all steps to be taken.

In this connection, Appendix M gives the ethnic distribution of pupil population in New York City's schools during the past seven years.

PART II

ADDITIONAL ACTION TOWARD QUALITY INTEGRATED EDUCATION

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ADDITIONAL ACTION TOWARD QUALITY INTEGRATED EDUCATION

While most of the added efforts of the school system in the direction of quality integrated education can be subsumed under the Allen Report proposals, there remain dozens of other programs which point to the same goals. It is not possible to note all of them at this time, but some of the more important proposals and projects are noted below.

1. Open Enrollment - Free Choice Transfer Program

It is anticipated that this program will continue to the extent that space remains available. However, it is not looked upon as a substitute for other actions. It is hoped that with the extension of other integration steps, this program will be gradually phased out of existence.

For September 1965, the following improvements will be introduced:

1.1 Parents will be more actively encouraged to participate in the program.

1.2 Services to "receiving" schools will be increased, and the additional sum of $2,500,000 has been included for this purpose in the 1965-1966 budget request.

1.3 Parents will be asked to designate areas or clusters of schools to which they wish to send children. This will result in more equitable distribution of children and greatly decreased travel time.

1.4 More Effective Schools will be designated as "receiving" schools for "other" pupils. The objective is to have at least one such "receiving" school in each borough, similar to P.S. 20-Brooklyn.

2. More Effective Schools

The sum of $6,110,250 has been requested for 1965-1966 to extend the More Effective Schools program from ten to twenty schools. In choosing the ten new schools, an attempt was made to service all boroughs while giving intensive help to communities with special needs. In addition, great weight was given to the possibility of maintaining and extending the integration program.

Thus, of the ten schools selected for September 1965, three (P 168-M, P 11-M and P 37-Q) already have a measure of integration. They might conceivably become better integrated. The excellent school program will it is hoped draw children from private schools, thus reversing a trend of the past two decades.

Four (P 165-K, P 80-K, P 183-Q, and P 31-R) are in communities which are undergoing ethnic change. It is hoped that the establishment of this quality education program will help to stabilize the communities and maintain integration within the school.

One (P 110-X) is a de facto segregated school, and two new schools (P 146-M and 307-K) are so situated as to result predictably in a very heavy concentration of minority group population.

3. Special Materials of Instruction

A number of special curriculum materials important in the teaching of good human relations and intercultural education will be made available during the coming school year.

3.1 Call them Heroes

This is a series of 48 short biographies of people living in metropolitan New York. These are "real" people who have achieved success in their chosen work through training and education and they are representative of many races and ethnic groups. The stories, which are appropriate for the middle grades and junior high school grades, are based on interviews initially conducted by the Board of Education personnel. They will be published in paperback form and will be given free of charge to pupils so that home libraries can be established.

The Bureau of Audio-Visual Instruction is producing a series of films with a similar theme to Call Them Heroes, but in audio-visual form rather than text form. All districts will have a series of these films available within the next school year.

3.2 Teachers' Guides

A teachers' guide will be developed containing helpful suggestions for the effective use of The Negro in American History and Puerto Rican Profiles (bulletins prepared by the Curriculum Bureau). Although these two bulletins were primarily prepared for teachers, the guide will help teachers adapt the content for pupil use.

3.3 Puerto Rican Profiles

This bulletin, which consists of excerpts from books and articles about Puerto Ricans on the island and in New York City, will be revised and reprinted. It was designed as a resource for teachers and gives information on the life and culture of Puerto Ricans.

3.4 Survey of School Activities in Fostering Democratic Attitudes

This will be a bulletin for teachers describing the various types of activities presently going on in the New York City schools devoted to fostering better understanding of minority groups. The aim of this project is to describe successful practices and original ideas of teachers and supervisors in the schools. With the help of a bulletin such as this, these practices can be disseminated among all schools.

3.5 Textbooks, library books and teacher reference books

A basic list of books treating the role of minorities has been developed and sent to each school. Principals have been asked to use this list as a minimal requirement to achieve a balanced textbook and library collection in their school.

Special listings of books dealing with minorities in our democracy are issued promptly as soon as they become available rather than waiting for regular or supplementary listing periods.

District exhibits of materials (textbooks, library books, and films) and workshops dealing with the subject of minority coverage are being set up under the direction of the Curriculum Bureau and Field Superintendents. School staffs, community groups, and parents will be invited to participate in these exhibits and workshops.

4. Research and Evaluation

4.1 Let's Look at First Graders

This observational guide developed by the Educational Testing Service and the New York City Board of Education will be ready next year for use in the first grades of approximately 200 elementary schools. It should be of tremendous help in discovering the strengths and weaknesses of children who are disadvantaged.

4.2 Field Study

A field study is planned in selected schools for the purpose of identifying those elements of the curriculum which are most effective with disadvantaged children.

4.3 Pre-Reading Assessment Scale

A new-type Pre-Reading Assessment Scale for use in September, 1965, has been developed by New York City. It gives a clearer picture of the disadvantaged urban child's ability to move into more formal reading.

4.4 Reading Tests

The annual use of the Metropolitan Reading Test in grades 2-8, beginning 1964-65, will enable teachers and supervisors to study school, class, and individual reading progress of disadvantaged children. Focus during 1965-66 will be on interpretation and use of scores for upgrading reading programs.

4.5 Achievement Tests

The annual use of the Iowa Tests of Basic Skills in grades 4 and 6, beginning 1964-65, will enable teachers and supervisors to evaluate progress in basic skills, to use new materials, and to accelerate programs where needed to meet the needs of disadvantaged children. Focus in 1965-66 will be on interpretation of scores and analysis of the children's needs.

4.6 Programmed Reading Skill Material

As a result of a $150,000 grant over a three-year period from the Fund for the Advancement of Education, programmed materials in the reading skills are being developed for use with urban children who are having difficulty with reading.

4.7 Team Teaching

Almost half of the 72 schools using team teaching have large proportions of minority group children. It is expected that 25 additional schools of this type will be in the program in 1965-66.

Special assistance in team teaching has been provided during the past year through visitation programs, workshops and printed material. Kinescopes, developed in cooperation with Hunter College on the team-teaching program of a special service school (P.S. 31-The Bronx) will be available shortly. Plans for 1965-66 include the development of additional kinescopes showing the team teaching program as well as a planned visitation program by college instructors and students.

5. In-Service Training

There have already been a number of references to programs of in-service training for teachers. It is also recommended that courses in human relations and in the history and culture of minority groups be required for salary increment purposes. At the same time steps should be taken to mandate such courses as a basic condition for receiving a permanent teaching certificate.

6. Special College Programs for the Disadvantaged

During the past year, a number of special college programs have been developed to supply scholarships for disadvantaged youth, most of whom are Negro and Puerto Rican. These included the College Discovery and Development Program (250 pupils), the Cooperative Admissions and Aid Program (26 pupils), the Brooklyn College program (50 pupils), the N. Y. U. Study Award Program (25 pupils) and many others.

It is proposed to add what has become known as "Prong II" to the College Discovery and Development Program. Its purpose is to identify the potentially able from among the disadvantaged early enough in their school career (grade 9) to enable a special program of studies, remediation, enrichment, and tutoring to release their academic potential. Those selected will be admitted to one of five high schools designated as "College Development Centers" where a special staff will conduct a program to enable these young people to meet the requirements for graduation and college admission. In September 1965, 120 students will be admitted to the tenth grade of each of five academic high schools, one for each borough, Jamaica, Seward Park, Port Richmond, Jefferson and Roosevelt.

Admission will be open to graduates of all junior high schools in the borough.

The cost to the Board of Education for staff, equipment, and supplies will be $156,000.

7. Human Relations Activities

The Human Relations Unit expects next year to assist in the planning and in the conducting of human relations courses to be given through the offices of the assistant superintendents in the field.

It is expected that each assistant superintendent's area will have at least one course in human relations or in minority group cultures. It is also expected that with the expanded staff of the Human Relations Unit, it will be possible to have more teacher seminars in various schools as the needs dictate. The Unit will continue to cooperate in conducting faculty conferences and conferences for various supervisory groups when called upon.

A TV in-service course on "America Today: Its Cultural Heritage" is being planned for the next school year.

8. Other Advances in the 1965-1966 Proposed Budget

It has been estimated by impartial outside consultants that New York City spends between $150 and $200 per year additional for the education of each disadvantaged pupil. The proposed budget for 1965-1966 will add considerably to this margin in favor of the disadvantaged, since the bulk of additional funds requested will go to pupils with the greatest educational needs.

8.1 Budget increases going entirely or almost entirely to disadvantaged pupils

8.1.1 Extension of pre-kindergarten classes -$897, 750

8.1.2 Additional personnel and services for schools in transitional areas and for receiving schools in the integration program - $6, 200, 000

8.1.3 Additional after-school study centers - $242, 599

8.1.4 Expansion of the More Effective Schools Program -$6, 110, 250

8.1.5 Additional job training programs - $543, 341

8.2 Budget increases going largely to disadvantaged pupils

The following categories of improvements will go largely to disadvantaged pupils:

8.2.1 Additional kindergarten classes - $430, 500

8.2.2 Additional teachers for reduction of class size and for special teachers and classes - $16, 494, 824

8.2.3 Additional guidance services -$4, 362, 982

8.2.4 Additional text books and supplies - $5, 710, 457

8.2.5 Additional library books - $1, 434, 314

8.2.6 Additional school aide service - $913, 635

8.2.7 Additional summer schools - $729, 938

8.2.8 Additional after-school, evening, and summer community and recreation centers - $4, 624, 899

PART III

ADDITIONAL COST OF RECOMMENDATIONS FOR ACTION OVER 1965-1966 BUDGET REQUEST

ADDITIONAL COST OF RECOMMENDATIONS FOR ACTION OVER 1965-1966 BUDGET REQUEST

RECOMMENDATION	SUB-TOTALS	TOTAL ADDITIONAL COST	OFFSET	NET ADDITIONAL COST
9th Year in High Schools		$15,622,299		$15,622,299
6-7-8 Grades in Junior High Schools		5,128,900	$1,611,999	3,516,901
"600" Schools and Special Classes		5,974,742	270,000	5,704,742
Complexes (6)		536,157		536,157
Elem., Kindergarten & Pre-Kindergarten:				
Rental of Space	$ 100,000			
Alterations to Rented Space	200,000			
Cost of Portables (139)	2,200,000			
Structional Changes for Kindergarten and Pre-Kindergarten	744,000			
Furniture-Pre-Kindergarten	43,400			
Junior Guidance and Special Guidance Teachers	841,650			
Free Choice Program (School Aides and Transportation)	517,500			
Possible Conversions, e.g. 178K	250,000			
SUB-TOTAL: Elem., Kindergarten & Pre-Kindergarten		4,896,550	2,274,425	2,622,125
GRAND TOTAL		$32,158,648	$4,156,424	$28,002,224

Every effort will be made to obtain these funds from city, state, federal and foundation sources, and some steps have already been taken in this direction.

PART IV

SUMMARY OF MAJOR RECOMMENDATIONS

Summary of Major Recommendations

1. Accept the Allen Committee Report as the basis of policy.
2. Accept the four year comprehensive high school as policy.
    a. Move an additional 17, 616 pupils from grade 8 of junior high schools to grade 9 of high school.
    b. Move an additional 14, 700 pupils from grade 5 of 102 elementary schools to grade 6 of junior high school.
    c. Establish John Jay High School and Woodrow Wilson Vocational High School as comprehensive high schools for ninth grade pupils only, and two pairs of cooperating high schools, Prospect Heights-Clara Barton and Jamaica-Edison.
    d. Revise existing and planned building programs.
    e. Revise admission procedures of special academic high schools so as to give greater weight to potential.
    f. Give to ninth grade high school students services equivalent to those which they would have received in junior high school.
    g. Include sixth grade junior high school students as an integral part of the junior high school organization with full junior high school services.
3. Move in the direction of a new middle or junior high school as follows:
    a. For reasons of logistics, create new middle schools as grade 6-7-8 junior high schools.
    b. Try at least one 4-4 organization.
    c. Maintain flexibility to adapt to needs of children and space requirements.

d. Build new junior high schools to serve Negro and Puerto Rican pupils outside their immediate areas, but convenient to travel.'

(1) Maintain junior high schools with high concentration of minority group pupils only to the extent that parents indicate clearly that they wish their children to attend to these schools. For September 1965, move in this direction by converting J 139 M and J 178 K to other uses.

(2) Reexamine use of J 10 M and J 55 K, now under construction.

4. Organize some Educational Complexes for September 1965.

a. Organize six complexes in September 1965; one 4-4; three 5-3; and two 6-3.

b. Grant a maximum amount of decentralization, as outlined by consultants.

c. Include services for socially maladjusted students within the Complexes.

5. Present to the public for discussion purposes only an outline of a plan for an educational park.

6. Take immediate steps to eliminate short time in the elementary schools.

a. Accelerate programs of portables, renting, conversions, and new building.

b. Give field superintendents more authority to eliminate overcrowding by intra-district moves which may involve busing.

c. Give Elementary Division more authority to move children in overcrowded schools to other schools outside of district.

7. With reference to improved staffing policies and procedures:

   a. Change method of assignment of elementary school regularly appointed teachers.
   b. Establish regular licenses for "600" school personnel starting with qualifying examinations.
   c. Formulate procedures for improved staff integration.
   d. Intensify efforts to recruit minority group teachers and supervisors.
   e. Expedite completion of current examination for assistant to principal.

8. With reference to "600" day schools:
   a. Modernize, replace, or abandon all obsolete buildings.
   b. Retain as many pupils as possible in home schools, and establish special classes for this purpose.
9. Establish enough pre-kindergarten classes to accomodate all disadvantaged children.
10. Strengthen the Free Choice Transfer Program.
    a. Use area choices to reduce travel time of pupils and equalize building utilization.
    b. Designate More Effective Schools as receiving schools for "other" pupils.
    c. Continue to include the option for pupils going from the fifth grade of elementary schools in minority group areas to the sixth grade of junior high schools.
11. In the expansion of the More Effective Schools, program, give major attention to the development and maintenance of integrated schools.
12. Require of all teachers and supervisors courses in human relations and

contributions of minority groups to American history and culture.

13. Increase use of materials dealing with human relations and contributions of minority groups to American history and culture.
14. Expand programs which prepare disadvantaged youth for college and which facilitate placement in college.

PART V

TIME-TABLE FOR ACTION TOWARD QUALITY INTEGRATED EDUCATION

Time-Table for Action Toward Quality Integrated Education

It seems highly desirable to set target dates for the completion of the decision-making process and of the steps to be taken with reference to policy which has already been established, for the guidance of both the staff and the public. It is obviously impossible to predict with finality the completion date of so complicated an undertaking as a change in organization; it is equally obvious that without such guidance both the staff and the public cannot have a sound basis for evaluation of the process of change.

The target dates below represent the best estimate which can now be made, and there is every intention of adhering to them as closely as possible. Each one represents distinct movement toward an improved pattern of quality integrated education.

Goal	Target date for Completion	Comments
1. Change to 4-year comprehensive high school, on single session.	1972-3	1. It may take less time, depending on use of available elementary or junior high school space and willingness to retain pupils on extended sessions.

Goal	Target date for Completion	Comments
2. Change to 6-7-8 junior high or middle school.	1972-3	2. Four-year middle school is not ruled out. If movement were in this direction, change would take more time.
3. Open zoning: for high school students.	1970-1	3. Begin in Sept. 1965 with pupils entering 9th grade of high school from junior high schools with 85% or more Negro/Puerto Rican pupils.
4. Construction of new junior high schools outside areas of minority group concentration to serve pupils from many communities.	1972-3	4. Depending upon support in minority group areas, this change may be begun in Sept. 1965 or earlier and will be meshed with other changes in the building program.
5. Extension of pre-kindergarten classes to include 30,000-40,000 disadvantaged children.	1970-1	5. This assumes an average annual growth of between 4600 to 6600 pupils between 1966 and 1970.

	Goal	Target date for Completion		Comments
6.	Elimination of short-time instruction in elementary schools.	1967-8	6.	More than half of this short-time instruction should be eliminated by Sept. 1965.
7.	Decision with regard to extension of complexes.	Dec. 1966	7.	This will allow time for implementation in Sept. 1967.
8.	Decision with regard to Educational Parks.	June 1965	8.	Decision will follow public and professional discussion.
9.	Improved ethnic distribution of teaching and supervisory personnel.	June 1965 (continuing)	9.	Procedures for improvement will be begun in Sept. 1965 and will be evaluated in June 1966 with a view to further progress.
10.	Required courses in human relations and contribution of minority groups to American history and culture.	Sept. 1966	10.	Efforts will be begun immediately and may require State action as well as consultation with public and professional groups.

Goal	Target date for Completion	Comments
11. Substantial increase in use by schools of textbooks, library books, films, and other supplementary materials related to human relations and the contributions of minority groups to American culture.	Sept. 1965 (continuing)	11. The groundwork for this increased use was laid during 1964-1965. These efforts will be continued.
12. "600" day schools		
a. Modernize, replace, or abandon all obsolete "600" school buildings.	1972-3	a. The first new "600" school will open in October 1965.
b. Establish additional classes in home schools to retain as many pupils as possible.	1965-6 (continuing)	b. Two hundred additional special classes are requested for these pupils in home schools for 1965-6. Expansion will continue as quickly as desirable and possible.

PART VI

APPENDICES

AND

CHARTS

APPENDIX A - 1

Movement of Ninth Grade Pupils Into Academic High School

	No. of Pupils To be Received (present 8th Yr. J.H.)	% Negro and Puerto Rican Students 9th Yr.	Present % Negro and Puerto Rican Students of Sch.	Sept. '65 % Negro and Puerto Rican Students of Sch.	Length of Day in Periods Present	Length of Day in Periods Sept. '65 Estimate
Manhattan						
Benjamin Franklin	435	82.3	92.9	94.7	8	9
Chas. E. Hughes	200	73.4	71.9	72.1	10	10
George Washington	180	63.0	43.3	44.9	11	12
Haaren	221	77.1	80.9	80.2	9	9
H.S. of Commerce	608	75.8	79.5	78.6	10	10
H.S. of Music & Art	77	26.7	15.6	15.4	10	10
Julia Richman	434	71.5	65.4	66.5	9	10
Seward Park	65	38.3	41.0	41.0	10	10
Stuyvesant	15	6.4	4.3	4.2	8	8
Washington Irving	287	63.9	65.8	65.6	10	10
Sub-Total	2522	68.0	56.1	57.9		
Bronx						
Christopher Columbus	689	47.4	11.1	18.8	10	11
DeWitt Clinton	735	62.5	36.2	40.6	12	12
Evander Childs	755	54.1	40.5	43.4	9	11
H.S. of Science	150	25.9	2.6	4.3	9	9
James Monroe	30	47.9	38.5	38.8	11	11
Morris	-	95.8	94.6	94.4	10	10
Theodore Roosevelt	410	77.9	44.0	48.7	9	10
Walton	377	63.6	41.4	45.1	8	9
William H. Taft	844	64.4	32.2	41.0	10	12
Sub-Total	3990	62.9	36.8	41.4		
BROOKLYN						
*Abraham Lincoln	530	14.2	3.6	5.4	12	12
Bay Ridge	380	42.6	14.8	21.5	11	11
Boys	470	84.5	85.7	85.3	10	10
Brooklyn Technical	38	8.8	6.5	6.9	10	10
Bushwick	-	31.4	33.9	33.6	11	11
Canarsie	-	51.7	33.2	35.2	8	9
Eastern District	-	80.0	73.1	73.6	9	9
Erasmus Hall	615	30.1	19.4	21.3	11	12
Fort Hamilton	578	47.8	9.4	19.3	9	12
F.D. Roosevelt	842	23.8				8
F.K. Lane	668	59.5	48.1	50.7	9	9
George W.Wingate	-	71.6	49.0	49.9	10	10
James Madison	700	57.1	6.5	22.6	11	12
John Jay	80	47.8	29.9	32.2	10	10
Lafayette	70	7.1	2.0	2.3	10	10
Midwood	550	56.1	8.9	19.7	11	12

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* P225 K to be added as an Annex

APPENDIX A - 2

	No. of Pupils To be Received (present 8th Yr. J.H.)	% Negro and Puerto Rican Students 9th Yr.	Present % Negro and Puerto Rican Students of Sch.	Sept. '65 % Negro and Puerto Rican Students of Sch.	Length of Day in Periods Present	Length of Day in Periods Sept. '65 Estimate
BROOKLYN (Cont.)						
Sheepshead Bay	700	76.6	1.7	16.2	11	12
New Utrecht	526	16.2	2.5	4.7	12	12
Prospect Heights	-	57.2	68.0	67.9	10	10
Samuel J. Tilden	320	14.5	5.7	6.7	13	12
Thomas Jefferson	-	55.9	43.9	44.0	11	11
Sub-Total	7067	40.9	23.3	26.6		
QUEENS						
Andrew Jackson	-	45.8	42.5	42.0	11	11
Bayside	50	21.3	3.1	4.0	11	11
Far Rockaway	60	24.7	9.3	10.2	11	11
Flushing	30	29.5	9.4	10.7	11	11
Forest Hills	60	59.4	8.2	11.2	12	12
Francis Lewis	454	72.2	2.6	10.7	10	12
Grover Cleveland	60	10.2	3.7	4.6	9	9
Jamaica	300	57.8	19.1	23.8	12	12
John Adams	630	24.7	22.0	22.6	10	10
John Bowne	45	68.4	16.1	23.9	8	9
Long Island City	280	33.5	17.9	16.9	12	12
Martin VanBuren	507	36.8	6.6	10.7	12	12
Newtown	60	24.2	10.7	12.1	10	10
Richmond Hill	247	24.2	14.8	16.8	9	10
Springfield Gardens	1213	40.9				8
William C. Bryant	90	21.7	10.0	10.7	8	8
Sub-Total	4086	35.0	13.2	15.6		
Vocational M	899	52.8*				
" X	1103	79.5*				
" B	2212	80.6*				
" Q	439	80.5*				
Sub-Total	4653	79.0*				
Miscellaneous Incl. Special Schools	15					
GRAND TOTAL	22333					

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*Entering 8th Yr. Only for Vocational Schools

APPENDIX B - 1

MOVEMENT OF PUPILS WITH REFERENCE TO JUNIOR HIGH SCHOOLS

I. J.H.S. Losing Grade 9

	1964-1965
M	2
X	2
K	3
Q	3
	10

II. J.H.S. Losing Grade 9

	1965-1966
M	5
X	6
K	16
Q	6
	33

III. No. J.H.S. Pupils Affected

		1965-1966	Total
M	*1012	2254	3266
X	*980	3963	4943
K	*1465	7745	9210
Q	*1260	3654	4914
	*4717	17,616	22,333

IV. No. Elementary Schools Affected

	1964-1965	1965-1966
M	10	13
X	14	20
K	12	47
Q	12	22
	30	102

V. No. Elementary Pupils Affected

	1964-1965	1965-1966
M		1613
X		3468
K		7133
Q		2486
		14,700
	**3500	**3,500
		18,200

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* Number of pupils from Junior High School which lost ninth year September 1964. These figures are current total eighth year register.

** This figure is estimated. It represents the approximate number of pupils who will move from previously organized K-5 elementary schools (1964-1965). It is further estimated that approximately 1000 pupils will attend out-of-the district elementary schools.

APPENDIX B- 2

VI. Junior High Schools Losing Grade 9

1964-1965

	85% or more Negro/Puerto Rican	Less Than 85% Negro/Puerto Rican
M	2*(J-136,139)	---
X	2 (J-38,55)	---
K	2 (J210,258)	1 (J-6)
Q	2 (J-8,142)	1 (J-16)
	8	2

1965-1966

	85% or more Negro/Puerto Rican	Less than 85% Negro/Puerto Rican
M	4 (J-88,99,117,164)	1 (J-44)
X	2 (J-52,139)	4 (J-22,82,113,135)
K	7 (J-33,35,49,117,178,263,275)	9 (J-78,96,111,171,218,223, 227,239,246)
Q	0	6 (J-59,109,126,192,202,231)
	13	20

Total 1964-65	10
Total 1965-66	33
Grand Total	43

The movement of eighth grade junior high school pupils to the senior high schools will give relief to some currently overcrowded junior high schools. Where the junior high schools are overutilized, the number of spaces released to the Elementary Division will be less than the number of 8th grade pupils moved on to the senior high schools. Thus, pupil registers and school capacities will be brought closer to equalization.

Junior High School 202-Q will retain its 7-8 school organization for 1965-1966. The retention of this grade organization is necessary in order to prevent further overcrowding in that school. In 1966-67, when the present building program is completed, the school will return to a three-year organization.

*Parentheses denote split feeder, from which pupils go to two or more junior high schools.

APPENDIX B - 3

Borough	J.H.S.	Current 8th Yr. Register	Elem. Schools Affected	Space Released to Elementary Division
Man.	44	328	P-9,87,166,199,191	481
	88	590	P-81,113,180	431
	99	313	P-109,121,168	390
	117	625	P-57,108	311
	164	398	To be used for J-139, 6-7-8 pupils	
		2254		1613
	*136	515	P-90, (100),(123),133,175,68	
	*139	497	Same as J-136M	
		1012		
Grand Total		3266		
Bx.	22	512	P-35,53,90	505
	52	934	P-5,25,62,130	767
	82	595	P-26,104,109	493
	113	765	P-41,76,78,121	473
	135	524	P-(121),(76),89,96,97	627
	139	633	P-30,65,154	603
		3963		3468
	*38	407	P-(5),29,51,1,140	
	*55	573	P-2,42,132	
		980		
Grand Total		4943		
Bklyn.	33	579	P-59,148,168,256,297	484
	35	374	P-262,309	383
	49	528	P-18(148),(168),250,257	541
	78	648	P-203,236,251	627
	96	606	P-121,186,205,247	444
	111	288	P-75,274	393
	117	531	P-42,157,(256),270	509
	171	271	P-65,76,171,174	348
	178	401	P-28,144	464
	218	217	P-(174),224	320
	223	541	P-164,180,192,230	389
	227	493	P-48,112,(180),(186),(205)	324
	239	708	P-80,100,188,288	670
	246	516	P-89,181	171
	263	509	P-175,298	497
	275	535	P-165,184,190,233	569
		7745		7133
	* 6	393	P-29,32,47,261	
	* 210	460	P-191,167,243,289	
	* 258	612	P-3,44,93,305	
		1465		
Grand Total		9210		

APPENDIX B -4

Borough	J.H.S.	Current 8th Yr. Register	Elementary Schools Affected	Space Released To Elem. Div.
Queens	59	588	P-15,36,37,38,132,156,176	516
	109	487	P-18,33,118,134,135,188	580
	126	402	P-5,7,83,171	372
	192	808	P-34,35,(36),(134),(135),136	582
	202	774		
	231	595	P-(37),(38),(156),52,138	436
		3654		2486
	*8	639	P-30,48,50,116,140	
	*16	237	P-14,19,92,143	
	*142	384	P-123,155,160	
		1260		

Grand
Total....................4914

* Junior high schools which lost the ninth grade in September, 1964

APPENDIX C-1

Effect of Changes Upon Overcrowding in Elementary Schools

Borough		Man.	Bronx	Brooklyn	Queens	Totals
No. of Receiving Junior H. S.		4	6	16	5	31*
No. of Elementary Schools Losing 6th grade in Sept. 1965		13	20	47	22	102
Type of School Losing 6th grade in Sept. 1965						
	S.S. (Special Service Schools)	13	9	25	2	49
	N.E. (Non-English Speaking)	-	1	-	-	1
	Transitional	-	3	3	3	9
	Others	-	7	19	17	43
Transferred to J.H.S.						
	No. of Classes	61	118	247	82	508
	No. of Pupils	1613	3468	7133	2486	14,700
Priority 1. Short-time to full-time						
	No. of Classes		87	180		267
	No. of Pupils	**	2456	5140	**	7596
	No. of Schools - Short-time eliminated -		3	10		13
	No. of Schools - Short-time reduced -		5	6		11
Priority 2. Grade 1 - from 4 to 5 hrs. a day						
	No. of Classes	18	25	80	6	129
	No. of Pupils	483	717	2283	175	3658
	No. of Schools - All placed on 5-hour day	5	3	8	1	17
	No. of Schools - Some classes placed on 5-hour day	-	2	7	-	9

APPENDIX C-2

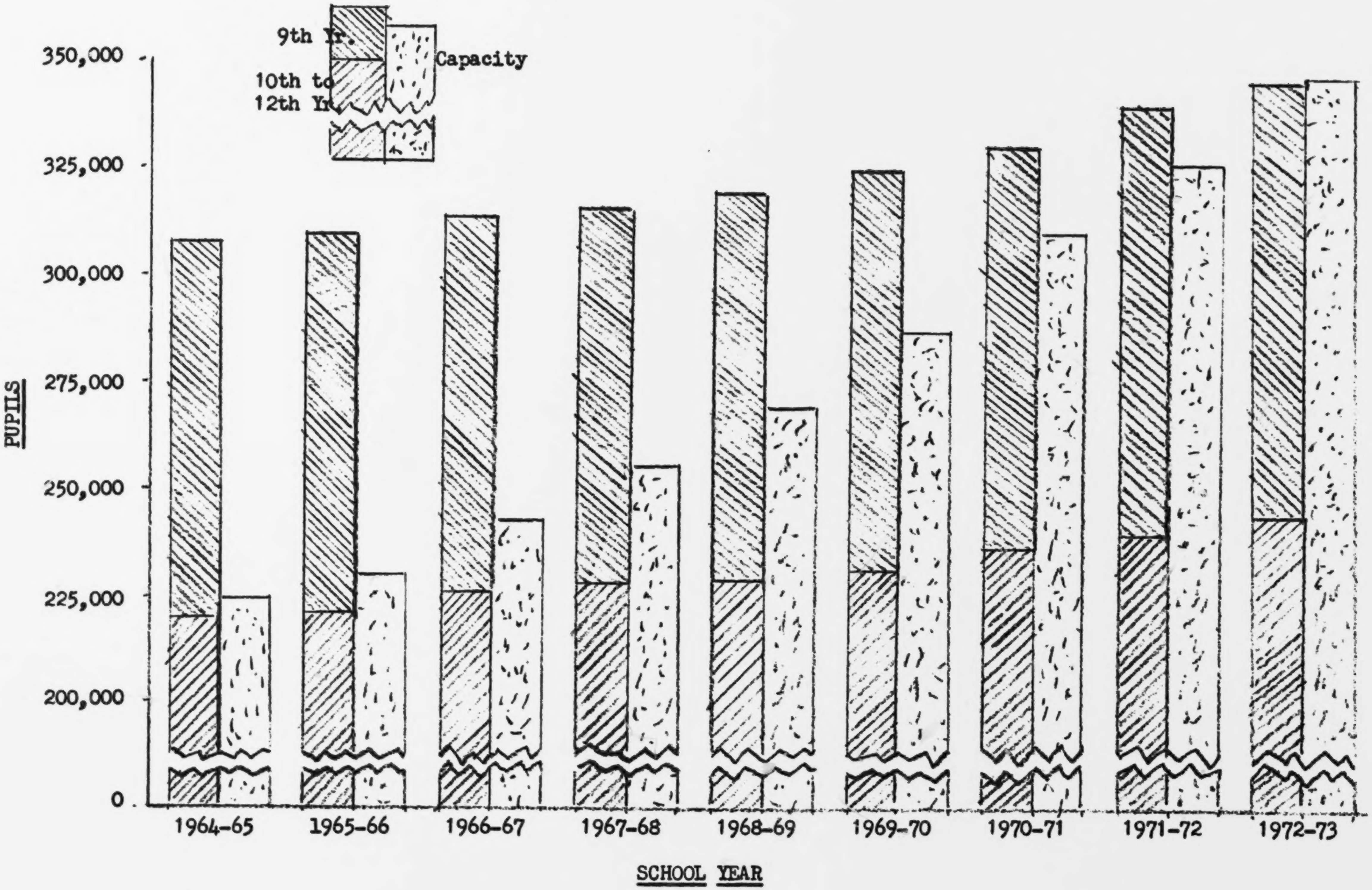
Borough		Man.	Bronx	Brooklyn	Queens	Totals
Priority 3.	Removal from Kindergarten Waiting-list					
	No. of Classes	3	4	5	1	13
	No. of Pupils	40	95	99	18	252
Priority 4.	Additional Pre-kindergarten Classes					
	No. of Classes	23	4	18	4	49
	No. of Pupils	690	120	540	120	1470

* One junior high school (J 202 Q) will become grade 7-8 organization. Another (J 164 M) will reserve its sixth grade seats for pupils who may come from J 139 M.

** Full-time exists now and will continue in September 1965.

APPENDIX D

PROPOSED GROWTH IN CAPACITY TO MEET NEEDS OF 4 YEAR HIGH SCHOOL



APPENDIX E-1

RECOMMENDATIONS FOR SEPTEMBER 1965 OF THE COMMITTEE ON THE REORGANIZATION OF HIGH SCHOOLS

I. Compensatory Education for the Disadvantaged

A number of projects suggested for September 1965 pertain to services for disadvantaged children. It is difficult to specify the exact number of pupils in the senior high schools who might be eligible for this assistance. The number would vary from school to school. It seems reasonable, however, to estimate that at least 20% of the pupils in academic high schools and at least 40% of the pupils in vocational high schools would need to be served. This is the basis for the following requests in this category:

1. Smaller classes (not to exceed 25)	$2,576,200
2. After-school study program (double present service)	250,000
3. Expansion of Cooperative Education (work experience) (based on an average of one full teaching position for coordination in all but the specialized academic schools)	491,820 *
4. Programs for Disadvantaged Pupils With Potential for Specialized High Schools	
After-school 1965-66 (3 sessions per week for 30 weeks for an estimated 700 pupils @ 20 per class)	50,250 *
Summer 1965 (40 sessions for 700 pupils)	70,000 *
5. Additional Extra-Curricular offerings	50,000
6. Summer Institutes for teachers of the disadvantaged (500)	350,000 *

II. Experimentation with the Comprehensive High School

1. Conversion of certain industrial arts shops to trade shops in John Jay H.S.	$100,000 *
2. Conversion of certain trade shops to industrial arts shops in Woodrow Wilson H.S.	40,000
3. Extra personnel services for Prospect Heights-Clara Barton combination	12,400
4. Extra personnel service for Jamaica-Edison Combination	12,400
5. To begin development of curriculum and teacher-training plans for the new "Shorefront" experimental school (1 position)	5,855

III. Curriculum Development for Non-College Bound

Afternoon, Saturday and summer sessions for four people each from language arts, social studies, mathematics and science, and two people each from industrial arts and home arts (2 afternoons per week for 40 weeks, Saturdays, and 30 summer sessions)	$67,200 #

IV. Guidance Services

1. Ratio of 1-200 for disadvantaged pupils	$1,673,065 #
2. Ratio of 1-50 for a very limited number of seriously disadvantaged or alienated pupils (60 schools)	587,040 #

APPENDIX E -2

3. Seven new evening youth guidance centers	$85,000 #
4. Guidance services for seven youth and adult centers and 15 other evening high schools	89,760 #
V. For Out-of-School Youth	
1. Three additional "skill centers"	$5,500,000 **
2. Opening vocational high school shops after school for pre-employment training	120,000
	$12,130,990

# Possibly eligible for partial reimbursement
* Eligible for reimbursement under EOC, VEA, NDEA OR MDTA Acts.
** Already approved Federal Manpower Development and Training Act Grant.

APPENDIX F-1

MAJOR RECOMMENDATIONS FOR IMMEDIATE ACTION CONTAINED IN THE 6-7-8 JUNIOR HIGH SCHOOL REPORT TO THE SUPERINTENDENT OF SCHOOLS

MAJOR RECOMMENDATIONS FOR IMPLEMENTATION DURING THE SCHOOL YEAR BEGINNING SEPTEMBER, 1965	SOME PROCEDURES SUGGESTED IN CONNECTION WITH IMPLEMENTATION OF EACH OF THESE RECOMMENDATIONS
1. The 6-7-8 junior high school should be recognized as a secondary school similar to the 7-8-9 junior high school in program, curriculum, procedures and practices	1. Appropriate steps should be taken to have the sixth grade in these 6-7-8 junior high schools designated as an integral part of the secondary school by the New York State Commissioner of Education, New York State Legislature and New York City Board of Education. All 6-7-8 junior high schools should be an integral part of and responsible to the Junior High School Division.
2. For September, 1965 the present curriculum established for sixth grade should be used with appropriate modifications and adaptations	2. The Office of Curriculum and Evaluation with the assistance of representatives of appropriate Bureaus and school staffs will develop Curriculum Guides for adapting curriculum and selecting, developing and using materials of instruction. Special attention should be given to the curriculum in foreign languages, mathematics, language arts, science, library, industrial arts, music, art and home economics. Additional funds should be made available to provide adequately for purchase of needed materials of instruction. Appropriate materials should be transferred when desirable and practicable, from elementary schools converted to K-5 organizations.

APPENDIX F-2

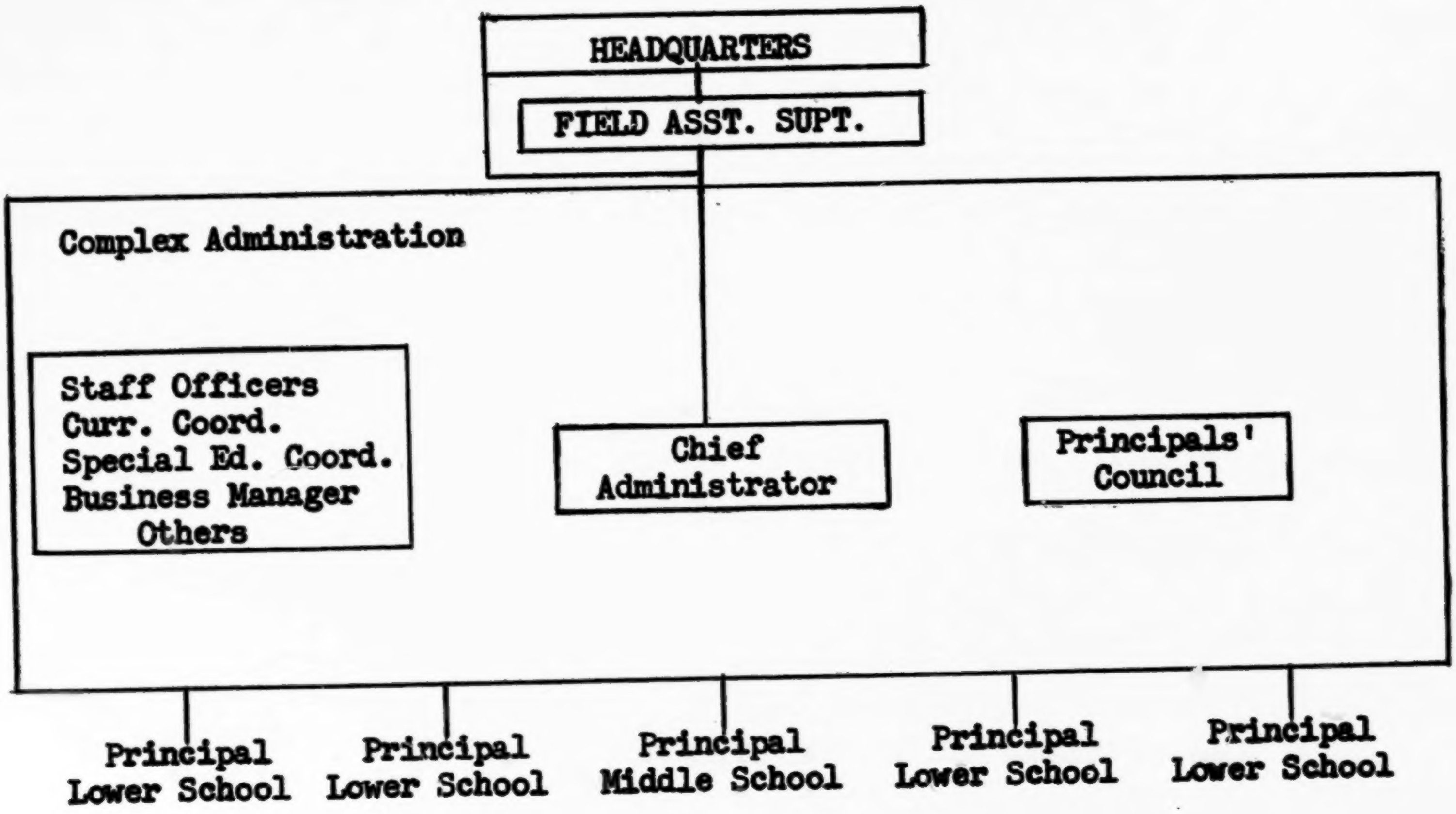
3. The instructional program for sixth grade should be departmentalized and sixth grade pupils should generally be scheduled and moved as class groups	3. Some modifications may be necessary to meet special pupil abilities and needs. For example, it may be necessary to limit the number of different teachers that sixth grade pupils must meet.
4. Present policies of school placement and promotion will be continued	4. Standards for promotion from grade 5 to grade 6 in elementary schools should apply whether grade 6 is in an elementary or junior high school. The same would apply to pupils moving from grade 8 to grade 9 whether grade 9 is in a junior or senior high school.
5. The two-year Special Progress Course should be eliminated in all junior high schools beginning September, 1965	5. Opportunity will be provided for pupils who complete the first year of this course to complete the second year during 1965-1966.
6 The three-year enriched Special Progress Course should be made available to qualified sixth grade pupils in 6-7-8 junior high schools	6. Standards for admission have been established for all pupils being transferred to 6-7-8 schools whether currently in fifth grade I.G.C. classes or not.
7 "Special Guidance Classes" should be established to provide for pupils from elementary Junior Guidance Classes and others with similar needs	7. Registers of these classes should not exceed 15 pupils. These classes should serve the needs of disruptive, emotionally disturbed and socially maladjusted pupils which cannot be met in Career Guidance Classes. Pupils should remain in these classes only for as long as is necessary; they should be returned to regular classes as soon as they can maintain themselves.
8. Normal hours for junior high schools should be maintained	8. Maximum use should be made of the school building but the school day should not be extended as in the senior high schools.

9. Teachers' schedules should be the same for a 6-7-8 junior high school as exist in the present junior high school organization	9. Additional positions should be provided so that equivalent conditions apply for 6-7-8 junior high school teachers as apply in 7-8-9 schools. Within the 6-7-8 junior high school, teachers' schedules should be equivalent for all grades.
10. Through resolution, by-law or other appropriate means, all junior high school teaching licenses should be made valid for grade 6	10. Interdivisional movement of staff should be kept to an absolute minimum. Vacancies in 6-7-8 junior high schools should be filled by teachers licensed in the junior high school subject areas.
11. Teachers should be assigned to sixth grade classes in the same fashion as to other grades and in accordance with established Board of Education policy. Teachers who are to teach the sixth grade should be selected as early as possible so that they may participate in a voluntary training program.	11. Early assignment and training of sixth grade teachers will enhance staff morale.
12. Program for training and professional growth of sixth grade teachers and supervisors in 6-7-8 junior high schools should be started in May, continue through the summer and be resumed in September, 1965	12. In addition to the usual on-the-job training techniques, a voluntary workshop should be conducted for teachers designated for sixth grade classes in 6-7-8 junior high schools. These workshops should be conducted outside of school hours during May and June and should include curriculum development and adaptation as well as activities involving the development of instructional and evaluative materials. Compensation should be provided for teachers and supervisors conducting or participating in these workshops. Teachers of sixth grade classes should also be encouraged to apply for N.D.E.A. Summer Institutes in Science, Mathematics and Foreign Languages, especially planned for elementary school teachers.

13. Additional teaching and auxiliary services should be provided in junior high schools being converted to 6-7-8 organizations	13. Because of the turnover of 4 grades - 6-7 coming in and 8-9 going out - a total of 80 substitute secretarial days should be provided in each of these schools during the peak periods in May and June and September and October, 1965. Each of these schools should receive 20 additional hours per week of school aide services so that teachers of sixth grade classes may be relieved of administrative duties for two periods per week to be used for appropriate professional activities. To provide additional guidance and counseling service that will be needed, 40 substitute teacher days should be allowed these schools in May and June, 1965. An additional reading position should be assigned to 6-7-8 schools for corrective reading services for children and for assisting teachers of all subject areas with reading methods and materials in their specific curriculum area.
14. In the assignment of newly established positions for chairmen, the 6-7-8 schools should be given priority	14. To the extent that the budget will allow,"acting chairmen" should be assigned in September, 1965 pending the promulgation of lists.

APPENDIX G

TABLE OF FORMAL ORGANIZATION OF THE COMPLEX


HEADQUARTERS
FIELD ASST. SUPT.
Complex Administration
Staff Officers
Curr. Coord.
Special Ed. Coord.
Business Manager
Others
Chief Administrator
Principals' Council
Principal Lower School
Principal Lower School
Principal Middle School
Principal Lower School
Principal Lower School

APPENDIX H

EDUCATIONAL COMPLEXES

One 4-4 Complex

Middle School	Grades	Primary Schools	Grades
J-126-Q	5 - 8	P5,7,83,171 Q	K - 4

Two 5-3 Complexes

Middle School	Grades	Primary Schools	Grades
J-22-X	6-7-8	P 53,90,114,132 X	K - 5
J-246-K	6-7-8	P 92,181,139 K	K - 5
J-44-M	6-7-8	P 9,87,166,191,199 M	K - 5

Three 6-3 Complexes

Middle School	Grades	Primary Schools	Grades
J-162-K	7-8-9	P 123,299 K	K - 6
J-180-Q	7-8-9*	P 104,114,183,47,225 Q	K - 6**

---

* This may be organized as a 6-7-8 school

** These may be organized as K - 5 schools.

APPENDIX I - 1

STUDY OUTLINE

OF A PLAN FOR AN EDUCATIONAL PARK

I. HISTORY

In the Interim Report of December 3, 1963, "Progress Toward Integration," the Superintendent of Schools stated: "A study is also being made of the possibilities of an educational park on a single large site." This study was conducted by a committee of Associate and Assistant Superintendents, together with the head of the Division of School Planning and Research under the chairmanship of Fred Schoenberg, Associate Superintendent of Schools (retired). The committee report, which was presented to the Superintendent of Schools on February 3, 1964, gave both the advantages and disadvantages of an educational park. It concluded, "while the 'educational park' concept has certain possibilities for improving integration, the plan must be assessed as it would work out in practice. It does not appear that the advantages outweigh the disadvantages."

Discussions continued with reference to the merits of the educational park concept. Assistant Superintendent in charge of integration activities, Mr. Jacob Landers, met with many community groups in order to explore the dimensions of the concept, while Mr. Adrian Blumenfeld, head of the School Planning and Research Unit, continued his research with reference to site selection criteria for an educational park and specific possible sites within the city which might best fit these criteria. In April, plans were formulated for a two-day conference to be sponsored by the Board of Education and supported by a grant from the Field Foundation.

These efforts were given fresh impetus by the report of State Commissioner Allen's Advisory Committee on Human Relations and Community Tensions on May 12, 1964 entitled "Desegregating the Public Schools of New York City." This report, which soon became known as the Allen Report, made the following suggestion:

> "We recommend further that, as soon as possible, the middle schools should be located in educational parks so situated as to provide children in as many parts of the city as is feasible, the experience of attending a genuinely integrated school during their middle school years. We recognize that for reasons previously pointed out, it may not be possible for some time to assure every child such an experience, but our objective is to bring it about for the greatest possible number. This we think can be accomplished by locating groups of middle schools on large sites designed to accommodate perhaps 15,000 children with administrative units organized so that each child will be a member of a school enrolling 500 to 1,000 pupils. The most practical location for such schools would be in areas where a suitable number of minority group children can be drawn from existing ghetto neighborhoods into parks which will also enroll children from White neighborhoods."
>
> "Eventually, educational parks housed in newly developed structures on cleared sites should replace single middle schools with their educational complexes."

On June 23rd and 24th, 1964, probably the first full-dress discussion of the educational park concept by a large professional and lay group was held at Arden House, Harriman, New York. The participants included members and staff of the Board of Education, representatives of civil rights and other community organizations and interested public agencies. Indeed, it seeems fair to say that they represented the broadest possible base of informal professional and lay thinking. Speakers included Dr. Harold Gores, President, and Dr. Cyril Sargent, Program Specialist, of Educational Facilities Laboratories, Inc.; Dr. George B. Brain, Superintendent of Schools, Baltimore, Maryland; and Dr. Robert A. Dentler, Executive Officer, Institute of Urban Studies. The proceedings of the conference were summarized by Dr. Nathan Jacobson under the title "An Exploration of the Educational Park Concept."

The integration plans for 1964-1965, summarized under the title "Action Toward Quality Integrated Education," stated that "this conference will it is hoped lead to the formulation of appropriate proposals and staff implementation." The conference did indeed result in more intensive exploration and more precise definition of the whole idea, so that the staff was able to continue its practical research. In this process, more than a dozen different sites have been seriously considered, and at least a half-dozen different organizational patterns have been developed in order to ecplore the educational parameters of the park concept. Study is now at the point where there is staff agreement with reference to the site and the school organization which seem to offer the greatest possibilities for success.

II. CRITERIA FOR SELECTION OF A SITE FOR AN EDUCATIONAL PARK

A: Integration

It should be so located as to serve students of diverse ethnicity, roughly representive of the ethnic composition of the local communities from which these students are drawn. In the short run, priority should go to students who would otherwise attend schools which tend to be ethnically segregated because of housing patterns. In the long run, however, priority must be given to the aim of strengthening the integration of the local communities being served.

B: Educational and Sociological Soundness

It should be so located as to maximize the educational, social, and economic advantages which are inherent in the concept of the educational park, and which are explained in greater detail in Section VI below.

C. Land Availability

It should be possible to acquire comparatively large tracts of land without excessive condemnation of sound property, extensive relocation needs, unduly greatloss of assessed valuations, or wide destruction in thriving communities. In short, the net impact of the establishment of the educational park should be as great an improvement as possible in the total area being served.

D: Flexibility

There should be opportunities for expanding or changing the educational park so as to include additional schools with the same grade structure, or different school organizations, or community organizations and the like.

E: Economy

The site should lend itself to economy of construction and/or operation.

F: Stability

There should be a reasonable hope for population stability with reference to numbers of pupils being served and possibilities for integration.

G: Transportation

It should be centrally located with reference to the student population and communities being served, and with reference to transportation routes -- bus, or common carrier.

H: Proximity to Pupils

It should be centrally located to draw on an extensive pupil population in the grades to be served immediately or in the future without excessive travel time.

III GRADE ORGANIZATION AND SIZE

It is suggested that the first educational park should include only junior high schools or middle schools, at least in the beginning. There is no intention of limiting future growth and development, or of preventing future changes in organization. At the present time, however, it seems desirable to restrict attendance to pupils in grades 5 or 6 through 8, for the following reasons:

1. Most authorities agree that the neighborhood primary unit is the most desirable arrangement for younger pupils, and that within reasonable distances or traveling time schools for these children should be kept close to home. This recommendation is contained in the Allen Report.
2. The Allen Report further recommends that educational parks should be composed of middle schools (or junior high schools).
3. On the secondary level, the need for integrated schooling is greatest at the junior high school level. A much greater proportion of high schools is well integrated than is true of junior high schools. In addition, with the movement toward open zoning of high schools, this problem at the high school level will tend to be self-correcting.
4. The junior high school pupils will be better able to take advantage of the special features of an educational park than younger children.
5. The existing junior high school buildings are more adaptable to a variety of uses than either elementary or high school buildings.
6. High schools cover such wide geographic areas that it does not seem wise to include them at this point. This will tend to minimize travel time.
7. The inclusion of middle or junior high schools is entirely consistent with the movement to the four-year comprehensive high school.
8. Flexibility is greatest for organizational purposes within the middle or junior high school.

IV. SPECIFIC SITE

The site which seems to meet best the criteria which have been established is located in Brooklyn, between E.100th Street and E. 107th Street, and between Farragut Road and Avenue D (see Exhibit A). It is situated adjacent to four rather well-defined neighborhoods - Brownsville, Canarsie, East Flatbush and

East New York. The reasons for the selection with reference to the established criteria are as follows:

A: Integration

The ethnic composition of the communities to be serviced and of the schools indicated a balanced school population within the educational park. At the present time, the Brownsville schools are attended almost entirely by children who are Negro or Puerto Rican; the East Flatbush and East New York areas are either largely White or in transition; and the Canarsie community is largely White.

B: Educational and Sociological Soundness

By the standards established in Section VI below, it seems clear that this site can be a very powerful aid in securing quality integrated education and in building a community.

C: Land Availability

This huge tract of approximately 90 acres is vacant city-owned land set aside for development as a new Brooklyn market. As of this date, the market has no sponsor under the Housing and Redevelopment Board system and it is probably possible to acquire a considerable portion of this land for public purposes.

D: Flexibility

The site is large enough and the available student population sufficiently varied as to provide opportunities for expansion or changes in organization.

E: Economy

The factors of available public land, concentration of pupils, ease of transportation, and possibility of Urban Renewal funds increase the possibility for fiscal economy. Also, as indicated below, full use can be made of existing structures, and some of the capital building funds can be diverted from other planned schools which will no longer be needed.

F: Stability

There seems to be a likelihood of stability with reference to the numbers of pupils being served and their ethnic composition. For example, demographic projections based on social and economic factors seem to predict little change in the ethnic character of the Canarsie or the Brownsville areas. The East New York area most proximate to the site being considered seems likely to gain white pupils as a result of planned construction such as Fairfield Towers (1150 apartments), Meadowland Estates (5500 apartments) and Park Shore Village (5850 apartments). On the other hand, the East Flatbush areas will most probably gain minority group residents while losing white population, so that whatever ethnic balance is established will probably be maintained.

G: Transportation

The tract is located directly in the path of the BMT Canarsie line, only a few stops from the major junction of Broadway-Eastern Parkway. It is also served by a network of bus lines. (see Exhibit B) Children using the BMT in the morning would be traveling against the major flow of traffic. Travel by bus to and from the site is rather rapid.

H: Proximity to Pupils

There is a high concentration of pupils of junior high school age in the communities being served. The six most proximate junior high schools have a present register of close to 10,000 in grades 7 to 9 and are within a mile and a quarter of the tract.

V PUPILS AND SCHOOLS AFFECTED

It is not possible at this time to state with finality which geographic areas ought to be included within the school zone. Nevertheless, it is suggested that the following schools might well serve as a basis for discussion and evaluation since they meet the criteria for the creation of a viable educational park: J-68, 211

252, 263, 275, 285. All six schools are approximately within a one-mile radius of the site (see Exhibit A). Population and ethnic data for the schools are as follows:

School	Enrollment	Negro	Puerto Rican	Others
J-68-K	1734	191	89	1454
J-211-K	1973	317	83	1573
J-252-K	1398	533	415	450
J-263-K	1599	924	642	33
J-275-K	1270	710	374	186
J-285-K	1589	176	52	1361
Totals	9563	2851	1655	5057
%	100	30	17	53

The following building changes are suggested, contingent upon the selection of the schools listed above:

J-68-K - to be converted to elementary school use to provide needed added capacity

J-211-K - to serve as an annex to Canarsie High School, which is only four short blocks distant. In view of the movement to a four-year high school, this space will be badly needed.

J-252-K - to be converted to elementary school use to provide relief for overcrowded Brownsville schools and, later on, East Flatbush schools.

J-263-K - to be converted to elementary school use to relieve overcrowded Brownsville schools.

J-275-K to be converted to elementary school use to relieve overcrowded Brownsville schools.

J-285-K - to serve as an annex to Tilden High School, which is across the street.

As indicated above, high school space is badly needed.

It will also be possible immediately to eliminate the following projects from the Building Program of the Board of Education:

P-245-K -- in vicinity of J-263-K ("a" money)
P-363-K - in vicinity of J-68-K ("b" money)
P-361-K - in vicinity of J-275-K (long range plans).

With existing building practices, it would require a minimum of 12 acres to house these 9500 pupils and an additional 6 acres for recreational space, at a total cost of approximately $27,000,000. The economies resulting from the availability of land, the sharing of facilities, more economical use of space, mass building practices, and the like should lower this cost considerably. Of course, there will be some added expenses resulting from conversions of buildings, but hardly enough to offset the savings. It is also possible that funds may be available in the form of federal grants from the Urban Renewal Administration. The use of 18 acres is based upon present building programs. However, an education park, if it is to carry out its educational, recreational, and social purposes, will require much more land than this. These greater space requirements, while adding immeasurably to the significance of the educational park, would not under existing conditions add a great deal to the cost.

VI EDUCATIONAL JUSTIFICATION

Some of the significant problems faced by schools today stem from poor ethnic balance; others arise from the desirability of establishing an environment in which innovation and education of high quality can flourish. Many observers believe that to solve current problems effectively a new organization of school facilities must be fashioned which will complement and perhaps for some children even replace the neighborhood school.

The concept of the educational park has been presented as a promising solution. It has been defined as a clustering of educational facilities in a campus-like setting, utilizing centrally organized common facilities and drawing its student body from a larger community. From an administrative point of view, it is a device through which a number of formerly separate units are grouped together on a common campus or in a common building, with a minimum of central control. In order to achieve maximum decentralization, the functional bases for administration woulld be buildings, units, or schools of perhaps 500 or at most 1000 pupils.

The educational park concept has validity because it aims for better and higher quality education for all children. In some quarters attempts have been made to present the possibility of integration as its sole justification. Nothing could be further from the truth. This new idea attempts to create an educational structure which can break the shackles of the past and create new forms and new procedures more relevant to education in an atomic age.

This is not to imply that the staff is committed to the idea; but it is to say that the staff is excited by the possibilities. The education park concept may well be one path to the achievement of quality integrated education.

The advantages claimed for the education park may be summarized as follows:

1. Organizational Advantages
    - a. Better utilization of building space, and elimination of unused space
    - b. Greater safety and protection of children, since the area can be more easily safeguarded.
    - c. Availability of space for parking.
    - d. Better articulation with lower and higher schools, since the educational park will function as a middle unit.

e. Better grouping for instruction since there will be more pupils in a grade.

f. Equalization of class size.

g. Elimination of much of pupil transfer problem, from one school to another.

h. More equitable distribution of special problems (e.g. behavioral).

2. Maximum Opportunity for Decentralization

3. Greater Opportunity for Division of Labor and Consequently More Efficient Service to Children

a. Greater internal specialization in such areas as science, foreign languages, art, music and the like.

b. Ability to service within the complex children with special abilities or disabilities.

c. Use of special teachers and classes for a greater number of pupils, classes, or units.

d. Better use of special services, such as psychological or psychiatric help, social workers, librarians, and remedial teachers.

4. Greater Opportunity for Educational Innovations and Consequent Benefits

a. Possibility for innovation and originality resulting from new organization and buildings - closed-circuit TV, automated equipments, language labs, team teaching, programmed instruction, non-graded instructional groups, etc.

b. Greater opportunities for individualization of instruction.

5. Equalization of Conditions

a. Reduction of teacher mobility, and equalization of teacher experience in school units.

b. Decentralization of assignment of teachers.

c. Equalization of all resources.

d. Equalization of such factors as size, utilization, and materials.

6. Opportunity for Special Facilities

It will be more possible to establish special facilities of high quality, such as gymnasiums, libraries, summer camps, remedial centers, swimming pools, music centers, museums, and the like.

7. Economy

a. Economy resulting from sharing and greater use of facilities, faculties, special staff, and play space.

b. Economies resulting from centralization of such functions as lunch service, clerical services (computer use), heating, delivery of supplies.

c. Economies in construction, such as reduced architect's fee

8. Higher Quality Integrated Education

a. Elimination of segregated schools.

b. Positive effect on stabilization of communities.

c. Reflection in schools of full range of community diversity.

d. Positive effect on integration of communities.

e. Better preparation of students for life and study in high schools.

f. Expansion of spatial horizon of the lower-class child by getting him out of his neighborhood.

9. Greater Community Understanding and Participation

a. Greater use of facilities by community for adult education, vocational training and recreation.

b. Greater possibilities for out-of-school, week-end, and summer pupil activities such as Little League and Boy Scouts.

c. Possibility of including such community services as museums, parks, little theatre, and opera house.

d. Probability of better inter-community relations, since parents, children, and teachers will become better acquainted.

e. Greater community pressure for improved schools, since the entire community will be fighting together.

f. Gain for pupils and parents of membership in a larger, more diverse educational and social community.

VII. SUMMARY

The foregoing discussion is a study outline of a plan for a specific educational park for junior high or middle school pupils. It is not presented as a definitive proposal, but rather as a basis for study and discussion.

Many problems remain unresolved. For example, the situation of the education park on the fringe of the Brownsville area raises questions of viability, in the light of past demographic changes. Common carrier transportation from Canarsie to the site is less than adequate, and it will be necessary either to establish additional bus routes or supply contract busing.

It is also true that what has been presented is only the barest skeleton of a plan. If it is accepted as a basis for future action, then a fleshed-out model should be developed with funds from public or private sources. The planning team should include social scientists, engineers, health and welfare specialists, architects and city planners as well as educators. Representatives of a broad cross section of the public should be involved in the planning as an Advisory board - colleges and universities, business men, teachers, civil rights and other community groups, parents associations, foundations, health and welfare groups, and others.

The education park concept is only one of the many avenues leading to the achievement of quality integrated education, and cannot be considered apart from other steps which may be taken. Nevertheless, it is a new and creative idea which in the judgment of many objective educators is highly responsive to the needs of education in modern urban society. This study outline is presented in the hope that it will stimulate public and professional discussion and, if it is favorably viewed, that it will lead to the creation of the first urban education park.

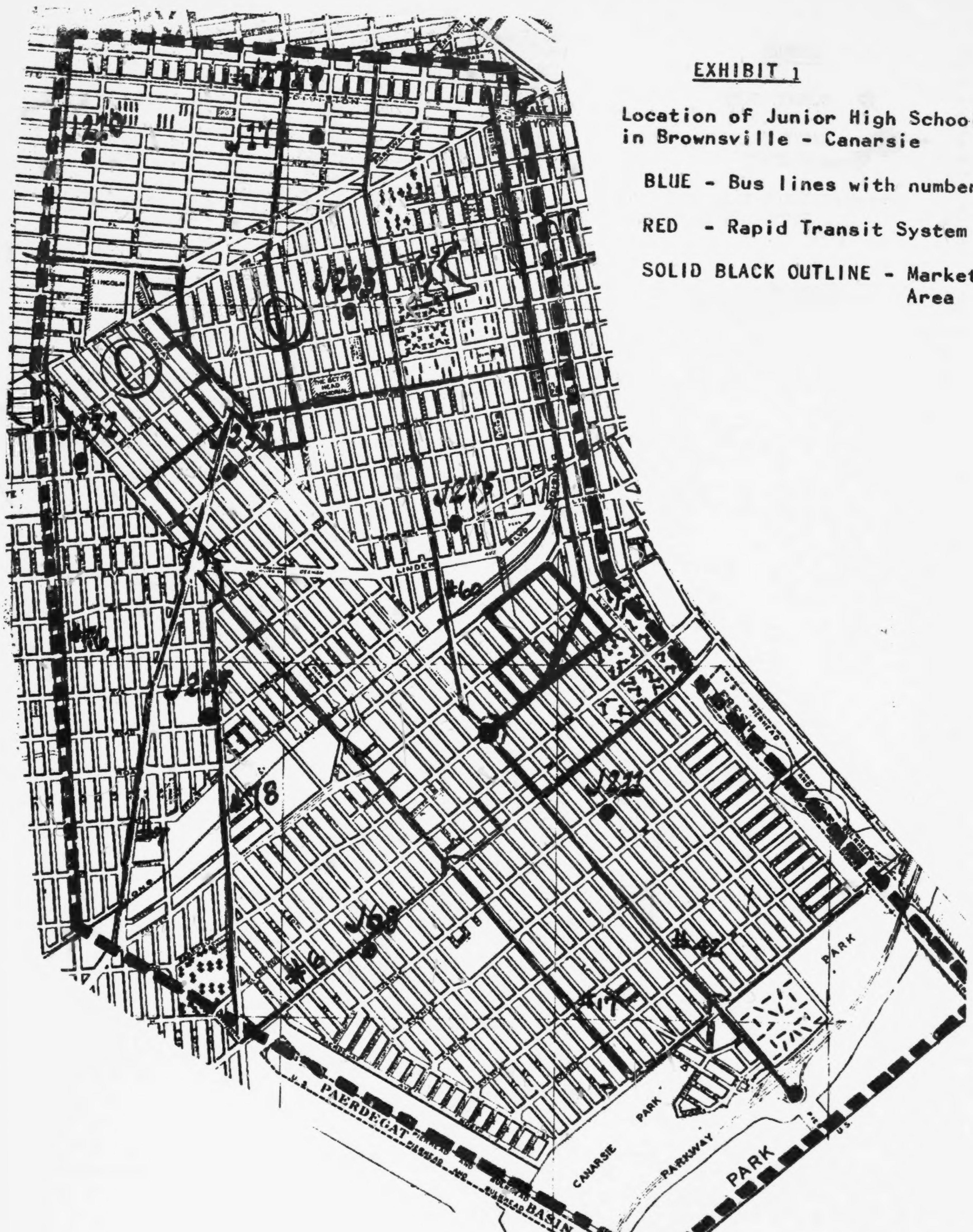

J210
J219
DIVISION
NEW YORK
J263
LINCOLN
TERRACE
ROCKAWAY
THE BETSY HEAD MEMORIAL
J232
J252
J275
LINDEN
#60
#78
J211
J68
#6
#42
#17
PARK
PAERDEGAT
PIERHEAD AND BULKHEAD
BASIN
CANARSIE
PARK
PARKWAY
PARK

EXHIBIT 1

Location of Junior High Schools in Brownsville - Canarsie

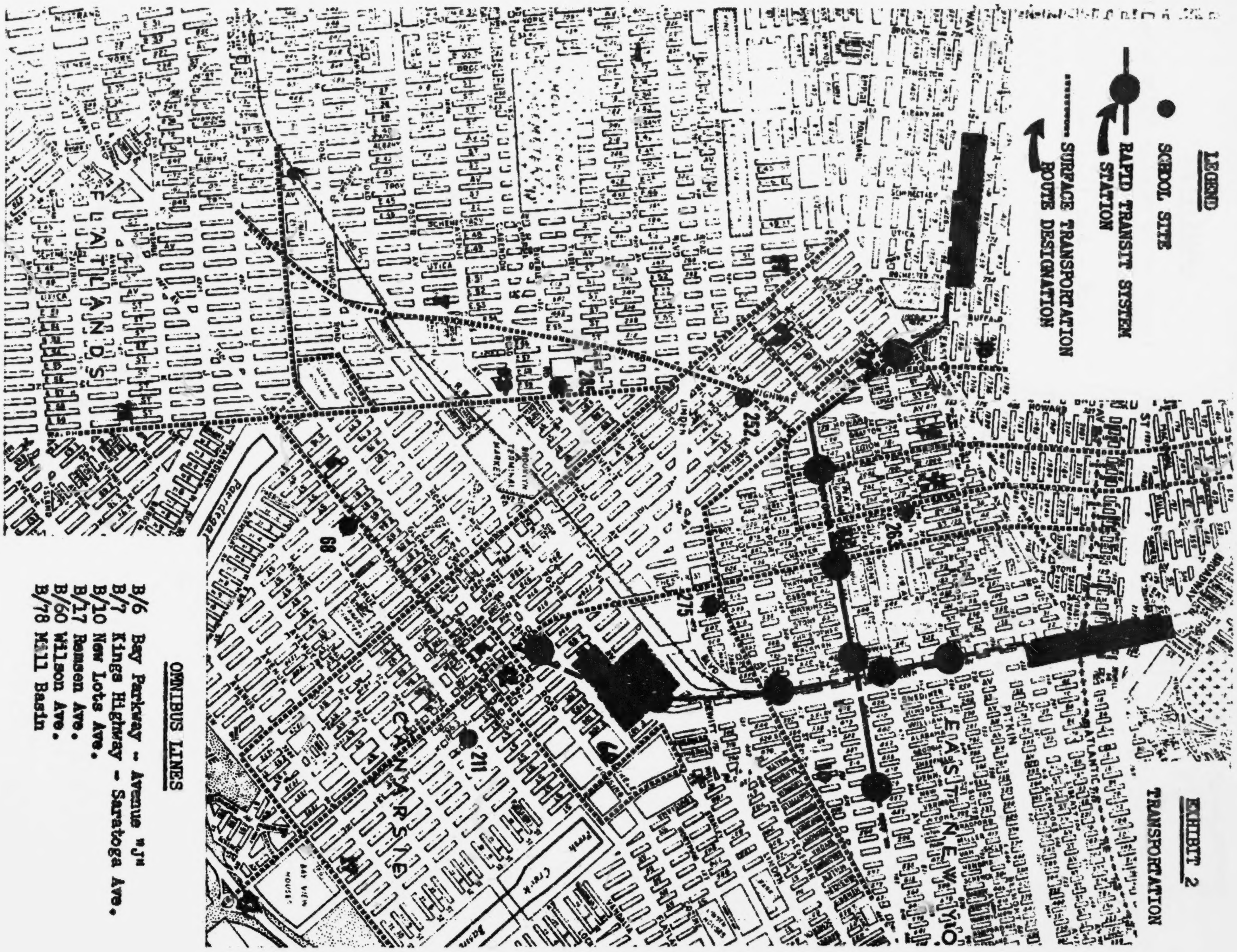
BLUE - Bus lines with number

RED - Rapid Transit System

SOLID BLACK OUTLINE - Market Area

EXHIBIT 2

TRANSPORTATION


EAST NEW YO
CANARSIE
FLATLANDS
PITKIN
ATLANTIC
BROADWAY
263
252
275
285
211
68
BROOKLYN TERMINAL MARKET
HOLY CROSS CEMETERY
BAY VIEW HOUSES
Fresh Creek
Paerdegat

LEGEND

- ● SCHOOL SITE
- RAPID TRANSIT SYSTEM STATION
- SURFACE TRANSPORTATION ROUTE DESIGNATION

OMNIBUS LINES

B/6 Bay Parkway - Avenue "J"
B/7 Kings Highway - Saratoga Ave.
B/10 New Lots Ave.
B/17 Remsen Ave.
B/60 Wilson Ave.
B/78 Mill Basin

APPENDIX J

AGE OF CITY SCHOOL BUILDINGS
as of January 1, 1964

Year	All Schools		Harlem Schools		Bedford-Stuyvesant Schools	
	No.	Percent	No.	Percent	No.	Percent
1880-1889	18	2%	2	6%	2	5%
1890-1899	84	9%	2	6%	2	5%
1900-1909	142	16%	3	9%	5	14%
1910-1919	64	7%	2	6%	1	2.5%
1920-1929	175	20%	1	3%	4	10%
1930-1939	92	10%	2	6%	1	2.5%
1940-1949	28	3%	1	3%	2	5%
1950-1959	168	19%	7	21%	11	28%
1960 to date	38)		5)		6)	
	25(Const.))	14%	5 (Const.))	40%	1 (Const.))	28%
	55(Plans))		3 (Plans))		4 (Plans))	

APPENDIX K-1

PROVISION FOR CLASSROOM SPACE FOR OVERCROWDED ELEMENTARY SCHOOLS

The attached report summarizes a five-pronged approach in the reduction of short time by making available additional classroom space via:

I. Portable classrooms
II. Use of rented quarters
III. The conversion of non-classroom space in schools, etc., for classroom use
IV. The conversion of junior high schools to elementary schools
V. The opening of new school buildings in September 1965 to relieve overcrowded nearby schools

Each new classroom made available, will, in general, take two classes off short time.

APPENDIX K-2

I. PORTABLE CLASSROOMS TO BE REQUESTED FOR THE RELIEF OF SHORT TIME IN SEPTEMBER 1965

Borough	No. of Portable Classrooms
Bronx	81 classrooms
Brooklyn	28 "
Manhattan	0 "
Queens	6 4 Relocated
Richmond	14 6 Relocated

GRAND TOTAL - 139 PORTABLE CLASSROOMS
APPROXIMATE COST $2.2 Million

Explanation:

This is a preliminary estimate of portable classroom needs. Additional portable classrooms will be requested if Assistant Superintendents in the field are not successful in completing re-zoning plans, etc. designed to relieve overcrowded schools. The availability of sites (city-owned property) for the construction of portable classrooms to relieve those overcrowded schools which either have no play yard or have a joint-operated playground (Park Department) is being explored. In all likelihood, this current total of portable classrooms will be increased.

APPENDIX K -3

II. RENTALS

Borough	No. of Locations	No. of Rooms
Bronx	4	10
Brooklyn	5	7
Manhattan	4	8
Queens	4	20
Richmond	0	0
	TOTAL	45 ROOMS

It should also be noted that, in addition to tha above, conferences are proceeding with the Housing Authority to secure suitable space in public housing projects for pre-kindergarten class use. The Housing Authority has offered to cooperate in this matter. The extent of space (number of rooms) to be secured cannot be determined at this time.

III. ALTERATIONS

In January 1965 we forwarded to the Deputy Superintendent in charge of Construction a high priority list of additional classroom requests. Specifically, the conversion of 40 non-classroom spaces to classroom use in September 1965 was requested. In all probability, this list will be increased to include an additional 30 to 40 rooms to be made ready for occupancy in 1965. Pending the availability of extra shop personnel over the summer period, and the determination of the priority of the additional classroom program with other high priority shop projects e.g. "More Effective Schools", it is expected that a minimum of approximately 70 additional classrooms will be made available to schools for use during 1965 at an approximate cost of .5 - 1.0 Million.

IV SCHOOL CONVERSIONS PROVIDING ADDITIONAL SPACE

Manhattan	J 115M
Bronx	J 55 and J 60
Brooklyn	J 178 and J 214
Queens	J 142 Q
	Total - 6

V. NEW SCHOOLS OPENING IN SEPTEMBER OR SHORTLY THEREAFTER, AND WHICH WILL PROVIDE RELIEF FROM OVERCROWDING

Bronx	P 49X
	P 134X
Brooklyn	P 1K
	P 40K
	P 41K
	P 45K and P 306K
Manhattan	P 57M and P 76M
Queens	P 60Q (early '66)
	P 104Q (addition)
	P 13Q (addition)
	P 207Q
Richmond	
	P 52R
	P 55R

TOTAL OF 15 NEW SCHOOLS

APPENDIX L - 1

MAJOR RECOMMENDATIONS FOR IMMEDIATE ACTION CONTAINED IN THE "600" SCHOOLS COMMITTEE REPORT OF FEBRUARY 11, 1965 TO THE SUPERINTENDENT OF SCHOOLS

MAJOR RECOMMENDATIONS FOR IMPLEMENTATION DURING THE SCHOOL YEAR BEGINNING SEPTEMBER, 1965	SOME PROCEDURES SUGGESTED IN CONNECTION WITH IMPLEMENTATION OF EACH OF THESE RECOMMENDATIONS
1. Expand existing services and special classes for emotionally disturbed and socially maladjusted pupils in regular schools to make possible the retention of a maximum number of such pupils in regular schools in local areas	1. Establish 50 additional Junior Guidance classes in elementary schools and 50 additional Career Guidance classes in junior high schools. Establish Early Identification and Prevention program in 20 additional elementary schools and expand to the maximum that city, state and federal funds will allow the work-study programs and remedial, guidance and clinical programs in junior and senior high schools. Establish 60 "Special Guidance" ("citizenship") small, open register classes for less severely disturbed pupils in elementary schools and 40 such classes in junior high schools.
2. Strengthen the total educational program for emotionally disturbed and socially maladjusted pupils by placing "600" day and institutional schools under the direct supervision of the field superintendent in whose area they are located. Strengthen programs and procedures within each district to insure a closer working relationship between "600" schools and regular schools before the pupil is placed in the "600" school, while he is in the "600" school and after his return to the regular school	2. All Instructional and other services made available to regular schools by district offices under the direction of the local assistant superintendent would be provided for "600" day and institutional schools located in the respective areas. The Bureaus would perform a staff service function for schools and special classes in the city and supervise only classes in institutions located outside the city limits.
3. Strengthen the professional competence and effectiveness of "600" school personnel by improving status and salaries by increasing promotional opportunities, by expanding staff, and by providing, with the help of the colleges, additional pre-service and on-the-job training programs	3. Establish regularly licensed "600" school positions for principals, assistant principals and teachers with appropriate experience and course requirements and a qualifying rather than open competitive examination. Establish special procedures for licensing teachers and supervisors currently serving satisfactorily in "600" Schools. Establish salary

	schedule of principals and assistant principals in these schools equivalent to that of parallel positions in elementary schools. The salary schedule of teachers in "600" schools should be the basic salary plus 10 percent of that basic salary. Increase positions in proportion to enrollment in each "600" day school to provide the following: Principal, two assistant principals, two school secretaries, two guidance counselors, a 25-5-5 teaching program, maximum class size of 15 in home room classes and average of 10 in instructional classes and groups. Include in this teacher allotment specialists in music, art, industrial arts, science, health education, home economics, library. Supportive services should be allotted to include a full-time psychologist, social worker, attendance teacher and school nurse, as well as, part-time services of psychiatrist, physician and dentist. A new position should be created on a "certificated" basis for a qualified "youth worker" in each school.
4. Strengthen procedures for more effectively adapting the regular school curriculum to the very special individual interests, needs and abilities of "600" school pupils, placing as much stress on how these pupils learn as on what they learn	4. The Office of Curriculum and Evaluation with the assistance of members of the appropriate Bureaus and school staffs will develop a Curriculum Guide to assist teachers in adapting and modifying the regular school curriculum. The regular school curriculum must furnish the basic framework bacause the goal must almost always be to return a maximum number of these pupils to the regular school. The Curriculum Guide will spell out more clearly for the "600" school teacher, the methods, techniques, materials and procedures to be used in working with these pupils toward objectives similar to and different from those established for pupils not handicapped by emotional disturbances and social maladjustments.

5. Provide additional clinical personnel to strengthen further the established program for screening pupils into and out of "600" schools	5. If the supportive services mentioned above in Item 2 are allotted as suggested, the otherwise very sound screening procedure established in 1961-62 can be very effectively implemented. It should also be noted that when the field superintendent supervises both the "600" school and the regular school from which the pupil is transferred and to which he is returned, the entire program of admission and placement can be more effectively coordinated and followed-up. It is also expected that the additional clinical staff in cooperation with district office personnel will be more helpful in identifying and arranging for institutional placement of pupils too severely disturbed for assignment to "600" day schools.
6 Accelerated "600" day school construction program to replace or substantially modernize all existing buildings. Pending the completion of these programs make as many temporary improvements as possible and practicable during the coming school year	6. Make an immediate building survey to ascertain what improvements can be made in "600" day schools where the expenditure would not be unwise because of the age of the structure and assign necessary priorities to insure action as early as possible in the new school year. In the "600" Schools Building Program for 1965-66, the following are scheduled: NEW BUILDINGS UNDER CONSTRUCTION P-615-X to be completed for October 1965, and replaces old P-615-X; P-615-K to be completed for September 1966. BUILDINGS IN VARIOUS PLANNING STAGES P-622-M, a replacement of old P-622-M, to be under construction in 1966 and to be completed for 1968. P-626-M, a conversion of old P-9-M, to be completed for September 1966.

	P-616-K, a modernization, to be completed for September 1966. P-624,M, a modernization, to be completed for September 1966.
7. Establish an Advisory Coordinating Committee to enlist all appropriate social, civic and government agencies in a determined, continuing effort to expand existing facilities and to create new resources in school and out for the effective rehabilitation of severely emotionally disturbed and socially maladjusted children and youth.	7. This Committee should be organized and conducted by the Division of Child Welfare

APPENDIX M - 1

Ethnic Composition of School Register

Year	Puerto Rican		Negro		Others	
	No.	%	No.	%	No.	%
*1964-65	190,465	18.2	286,401	27.3	567,755	54.5
1963-64	179,223	17.1	267,344	25.6	598,987	57.3
1962-63	169,493	16.5	246,336	24.0	611,599	59.5
1961-62	162,235	16.1	228,592	22.8	613,438	61.1
1960-61	153,697	15.6	212,006	21.5	620,976	62.9
1959-60	146,432	15.0	197,517	20.2	633,582	64.8
1958-59	137,074	14.2	184,985	19.0	654,806	66.8

* Census taken January 15, 1965. For all other years, census taken October 31.

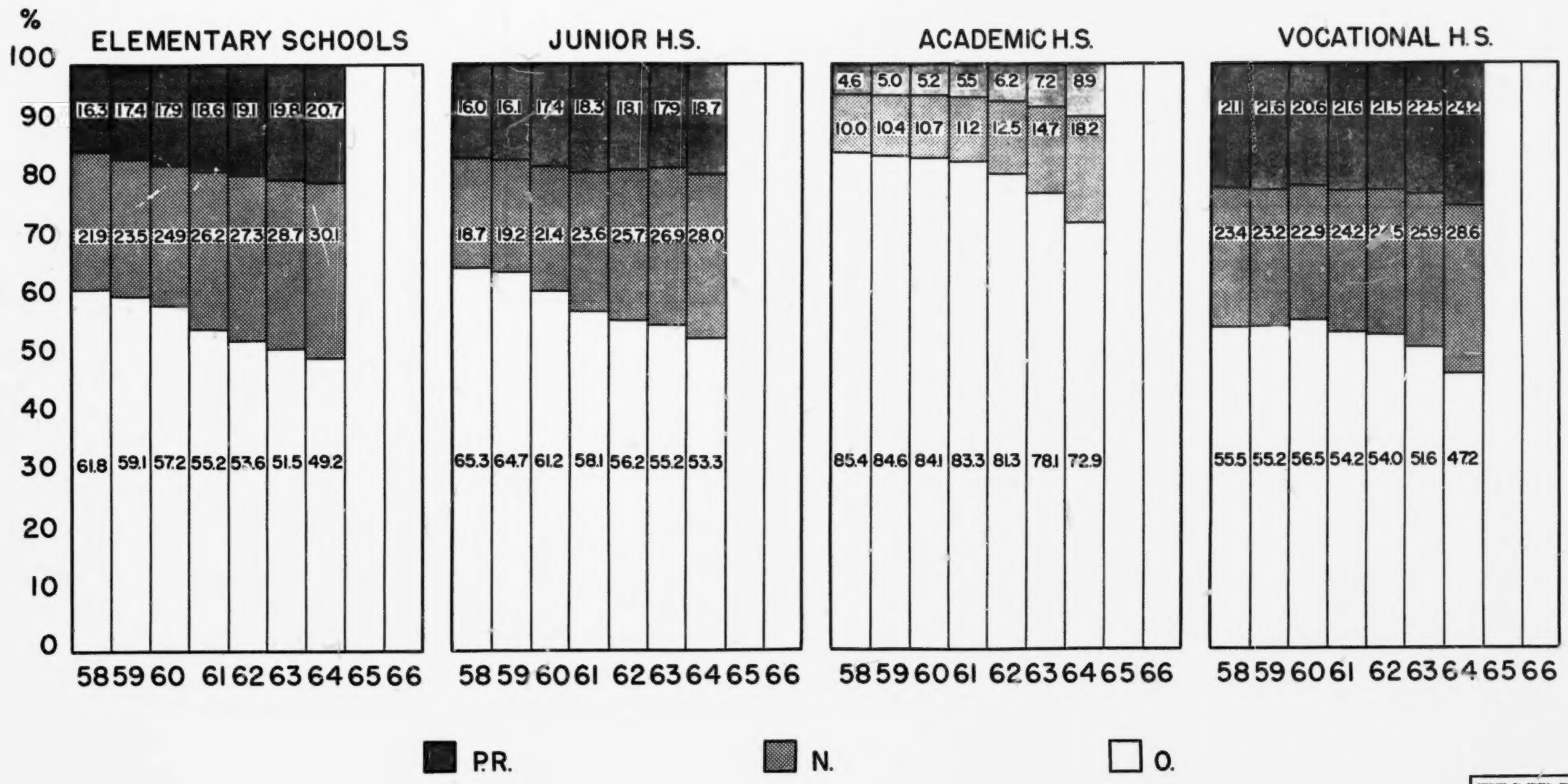
January 15, 1965

	Number of Pupils				Per Cent of Total Register			
City-Wide	Puerto Rican	Negro	Others	Total	Puerto Rican	Negro	Others	Total
Elementary	122,187	177,603	290,290	590,080	20.7	30.1	49.2	100.0
Junior High	39,472	58,942	112,344	210,758	18.7	28.0	53.3	100.0
Academic	17,613	36,185	144,926	198,724	8.9	18.2	72.9	100.0
Vocational	9,316	10,984	18,126	38,426	24.2	28.6	47.2	100.0
Special Schools	1,877	2,687	2,069	6,633	28.3	40.5	31.2	100.0
GRAND TOTAL	190,465	286,401	567,755	1,044,621	18.2	27.3	54.5	100.0

Appendix M-2

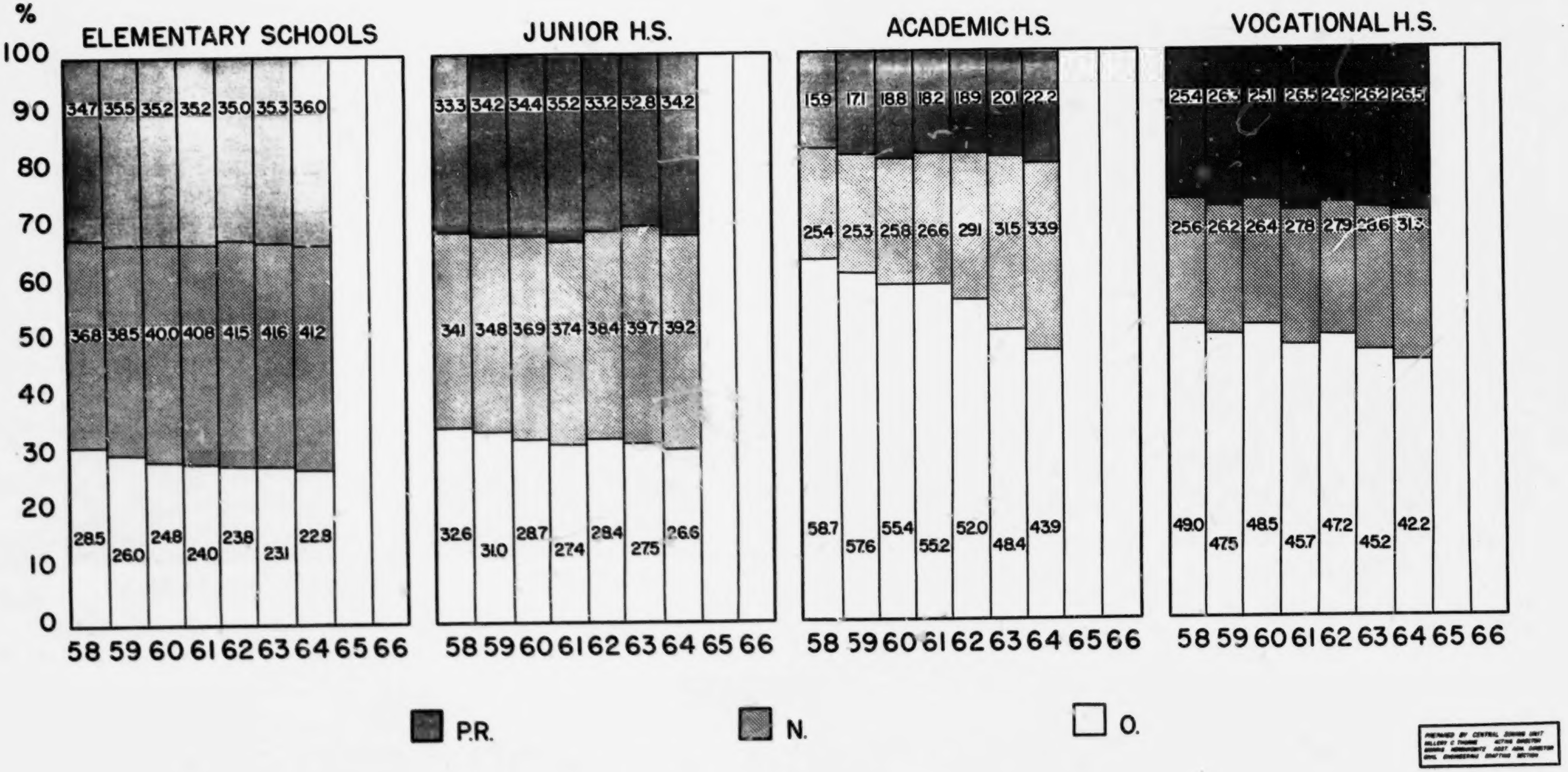
DISTRIBUTION OF PUPIL POPULATION

CITY-WIDE



DISTRIBUTION OF PUPIL POPULATION

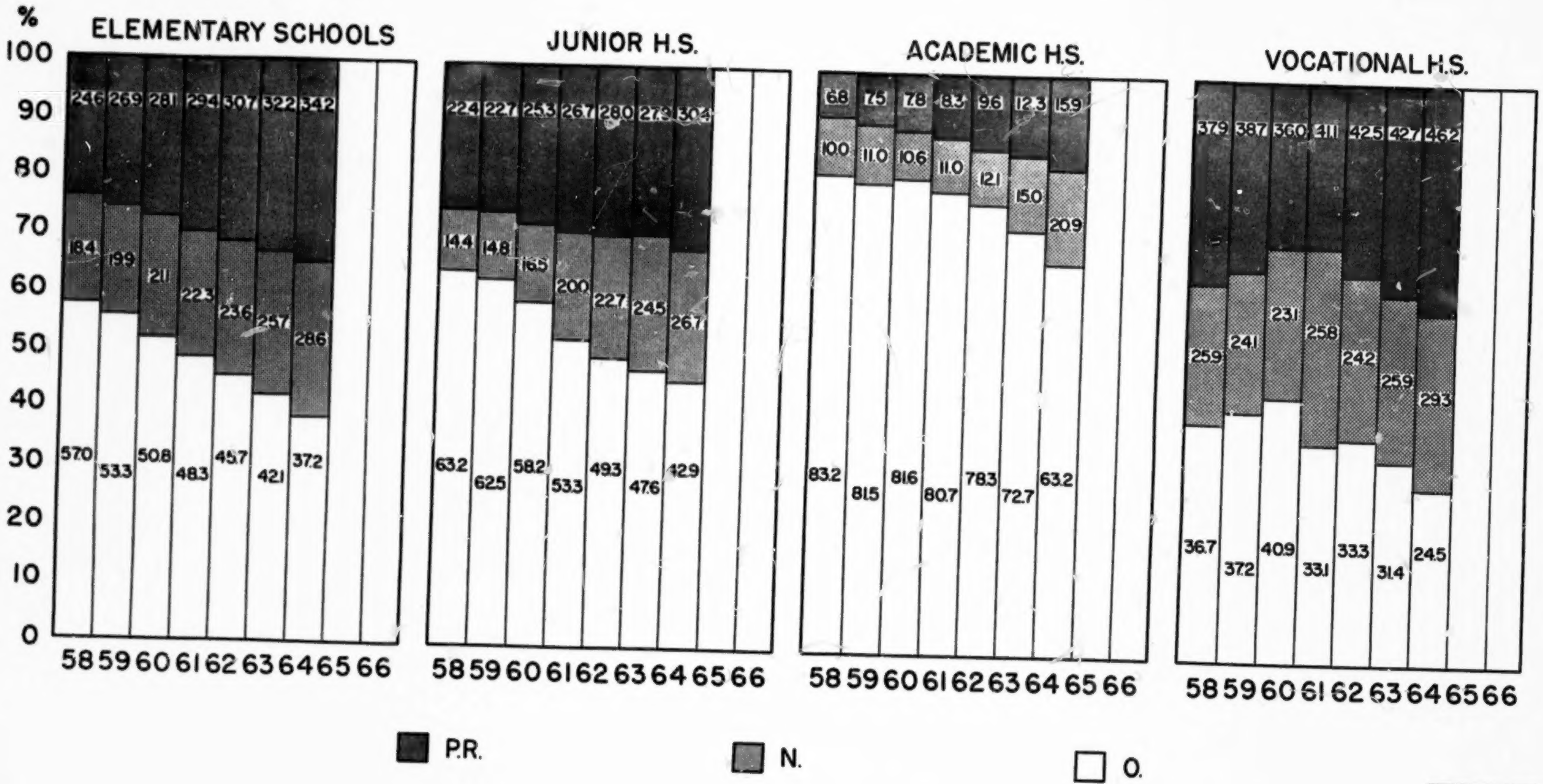
MANHATTAN



Appendix M-4

DISTRIBUTION OF PUPIL POPULATION

BRONX

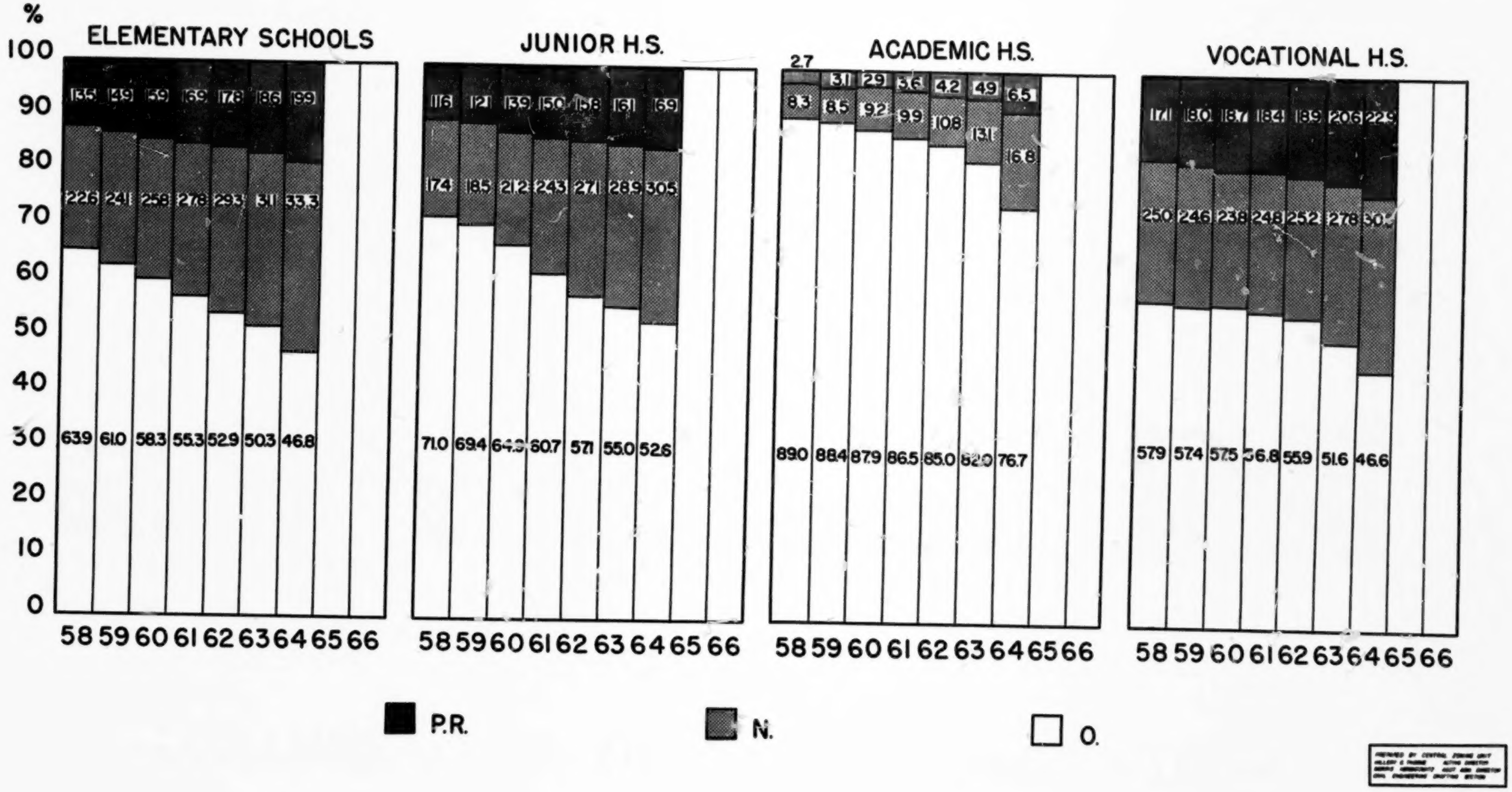


PREPARED BY CENTRAL ZONING UNIT
[illegible] ACTING DIRECTOR
[illegible] DIRECTOR
CIVIL ENGINEERING DRAFTING SECTION

Appendix M-5

DISTRIBUTION OF PUPIL POPULATION

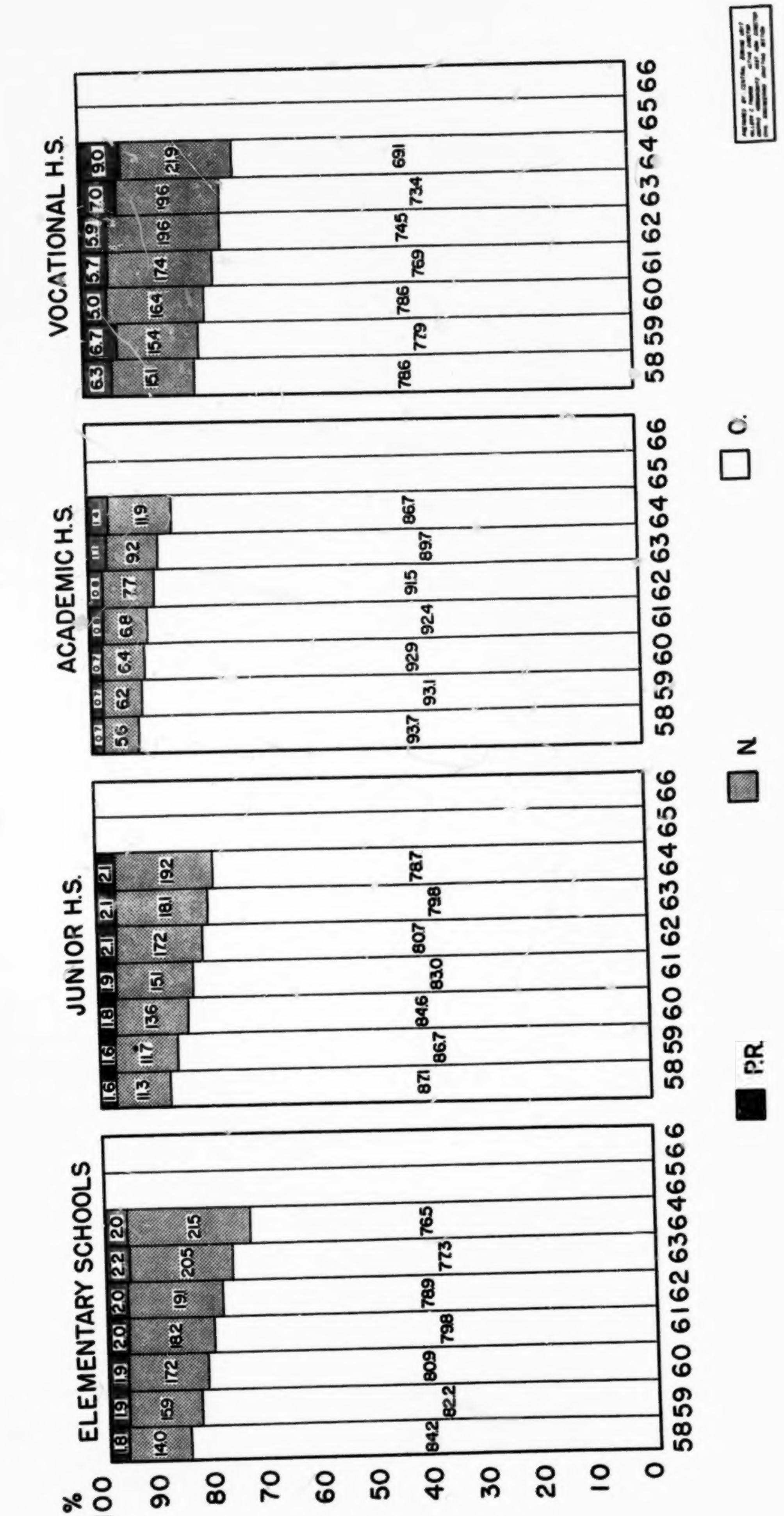
BROOKLYN



Appendix M-6

DISTRIBUTION OF PUPIL POPULATION

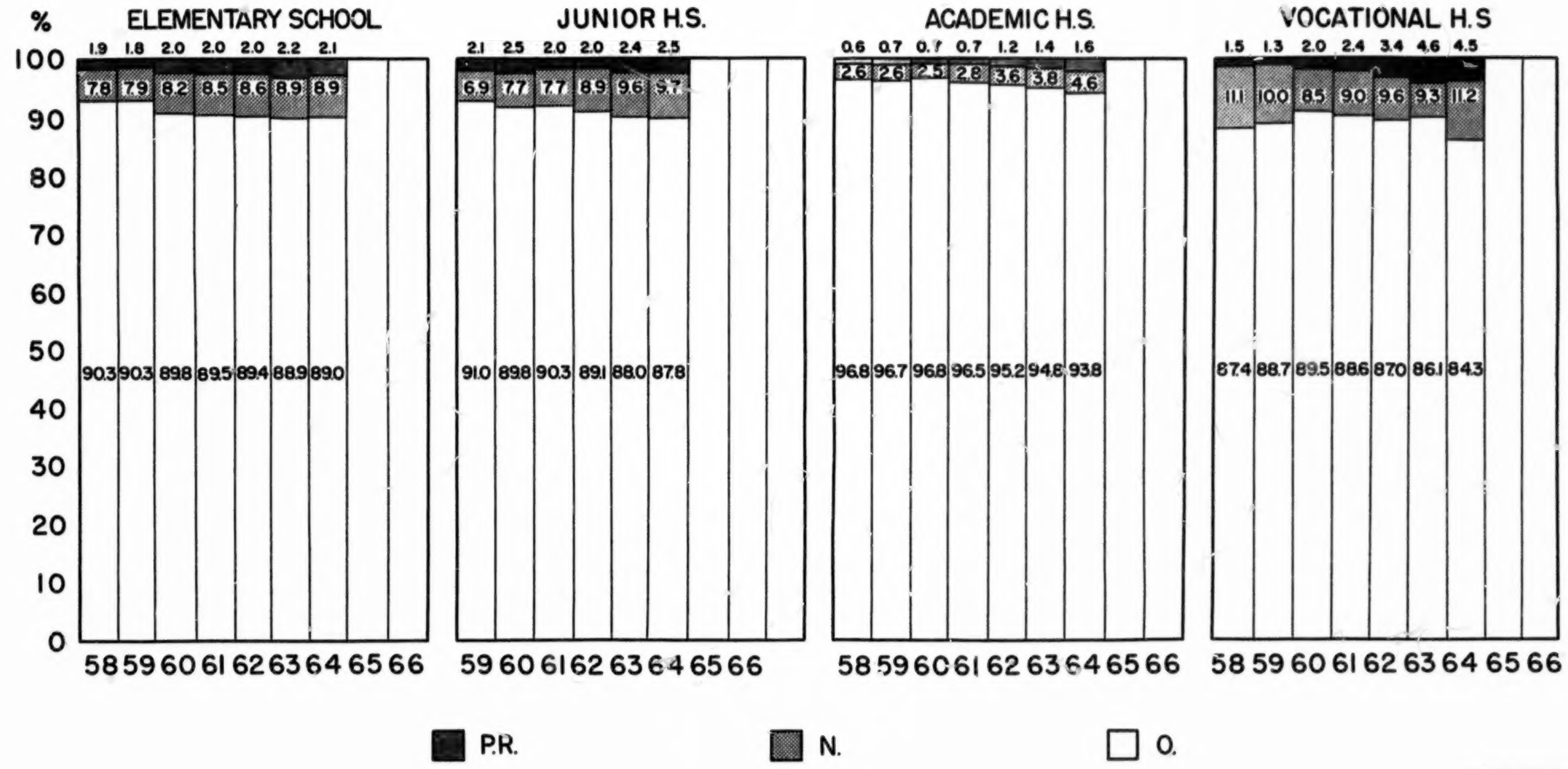
QUEENS



Appendix M-7

DISTRIBUTION OF PUPIL POPULATION

RICHMOND



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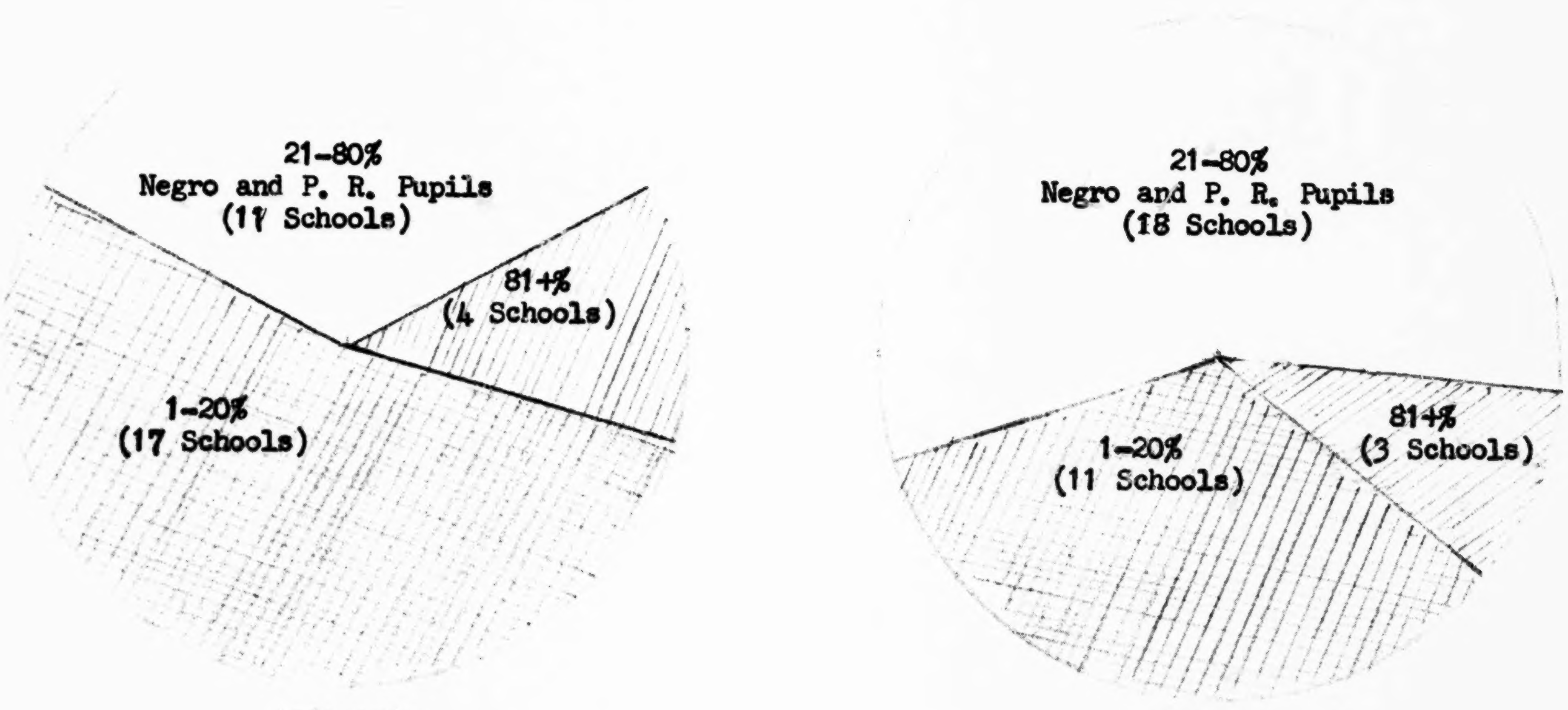
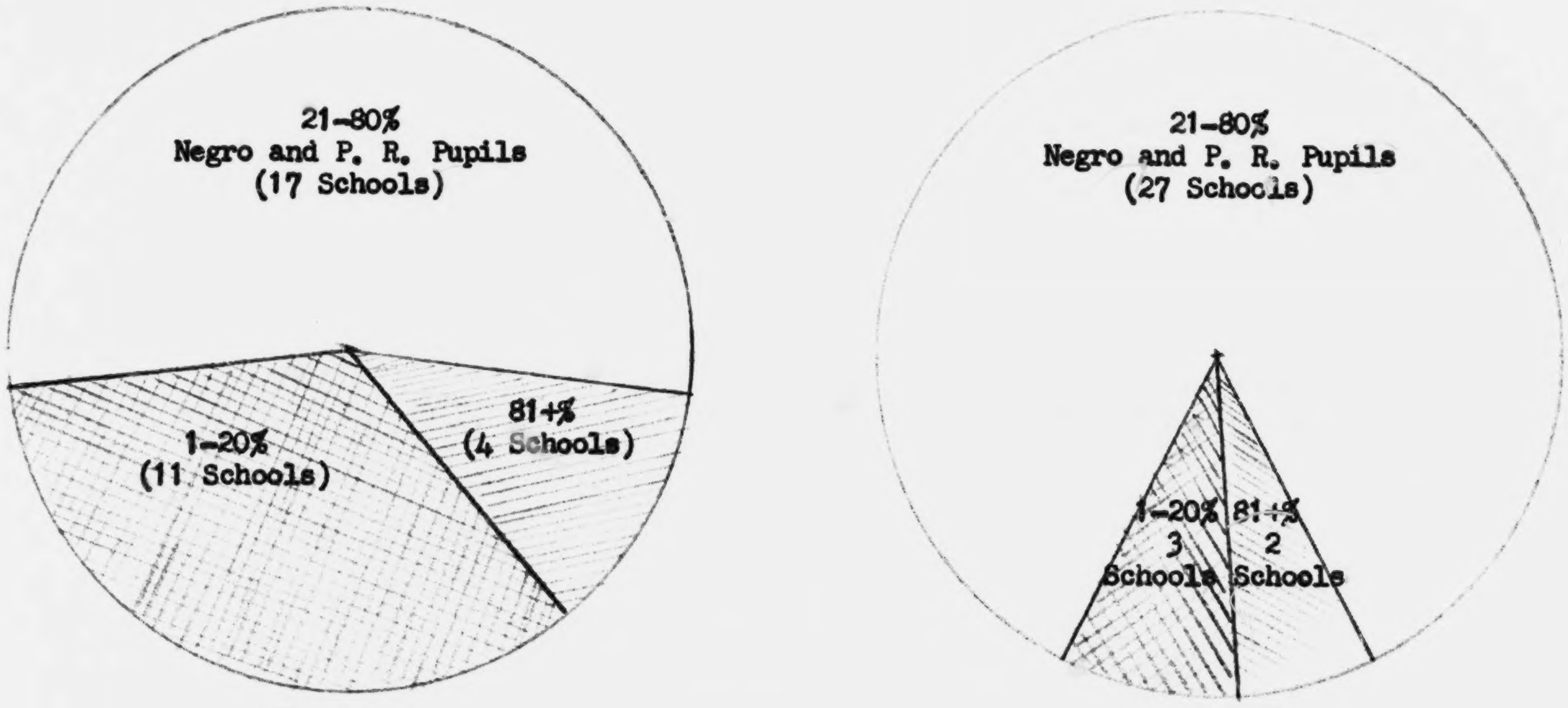
ETHNIC DISTRIBUTION OF OVER-ALL REGISTRATION
IN 32 ACADEMIC HIGH SCHOOLS
WITH 9th GRADE TRANSFERRED FROM JUNIOR HIGH SCHOOLS



1964-1965

1965-1966

ETHNIC DISTRIBUTION OF THE NINTH GRADE
IN 32 ACADEMIC HIGH SCHOOLS
WITH 9th GRADE TRANSFERRED FROM JUNIOR HIGH SCHOOL

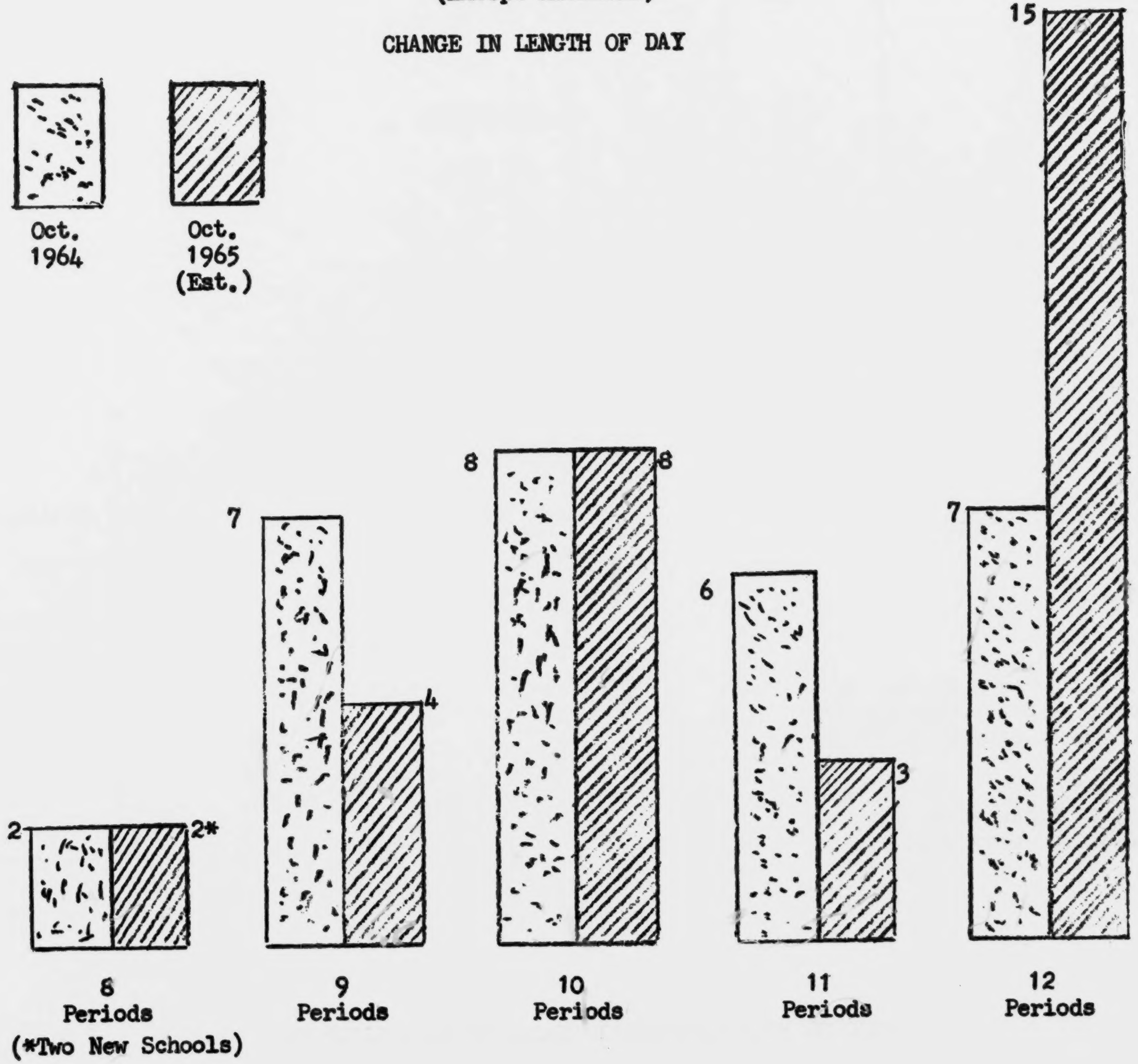


1964-1965 1965-1966

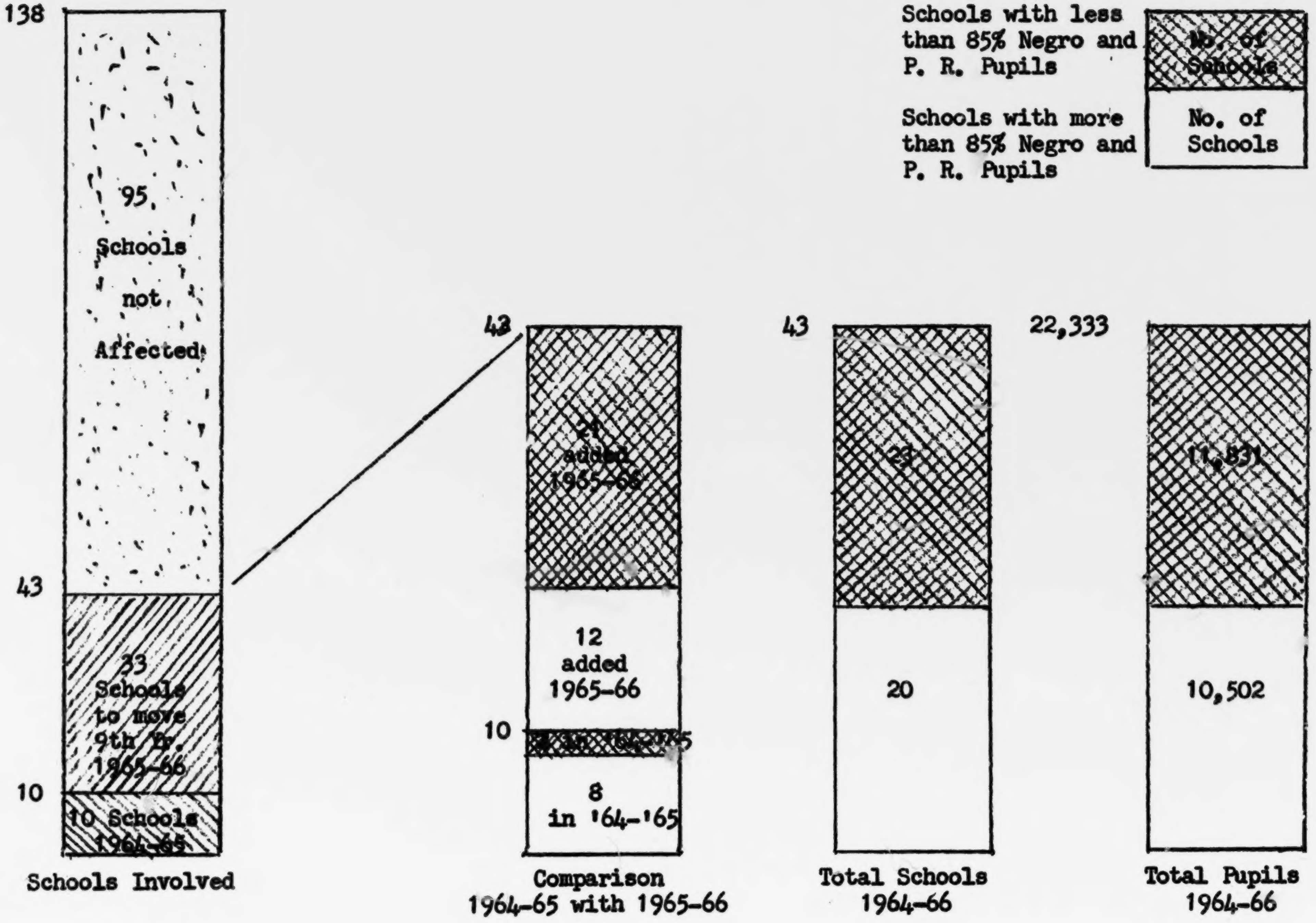
ACADEMIC HIGH SCHOOLS

(Except Richmond)

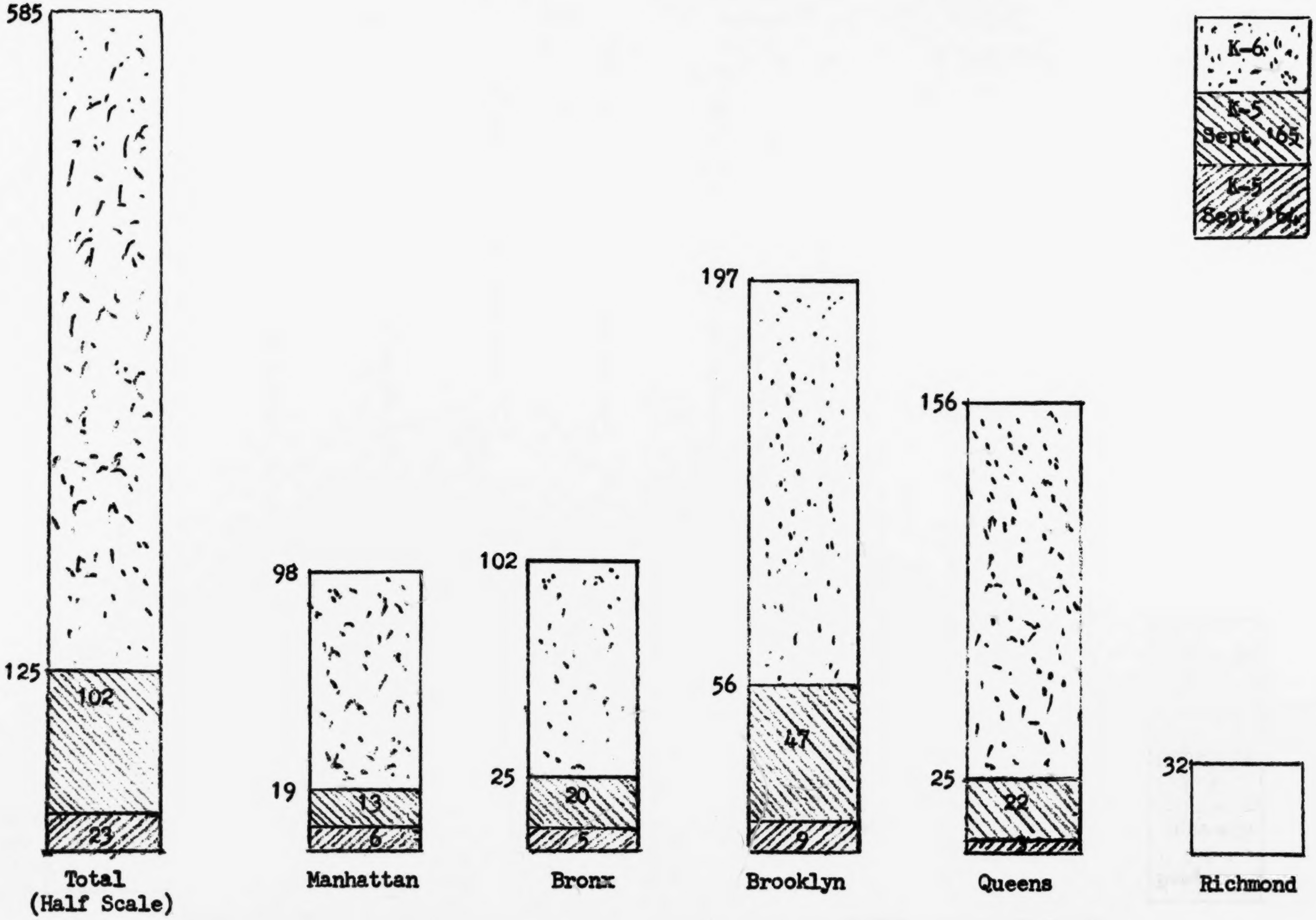
CHANGE IN LENGTH OF DAY



8th YEAR PUPILS MOVED FROM PREDOMINANTLY NEGRO - P. R. JUNIOR HIGH SCHOOLS TO NINTH YEAR IN BETTER INTEGRATED HIGH SCHOOLS

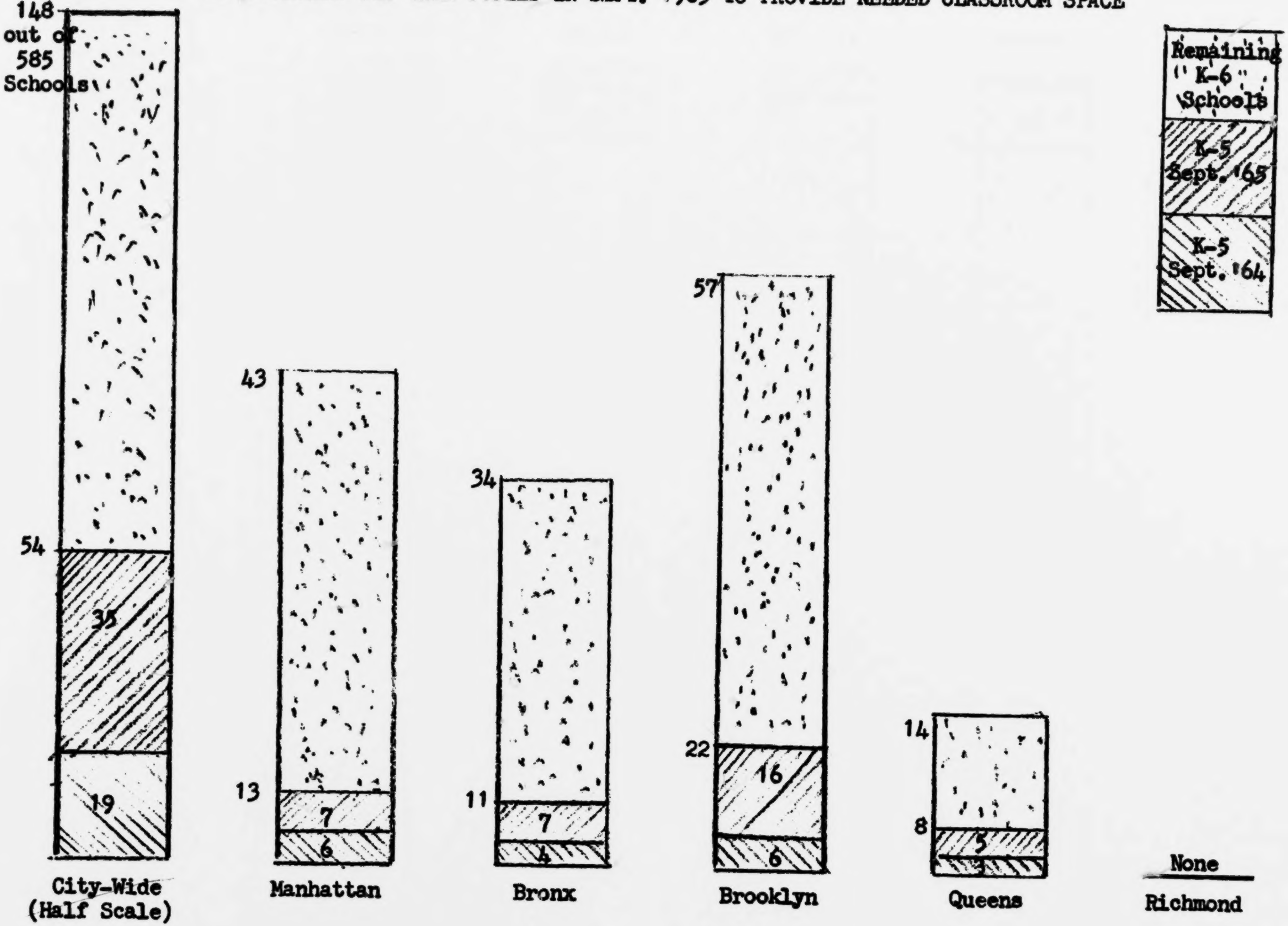


NUMBER OF ELEMENTARY SCHOOLS WHICH WILL BE K-5 IN SEPTEMBER 1965

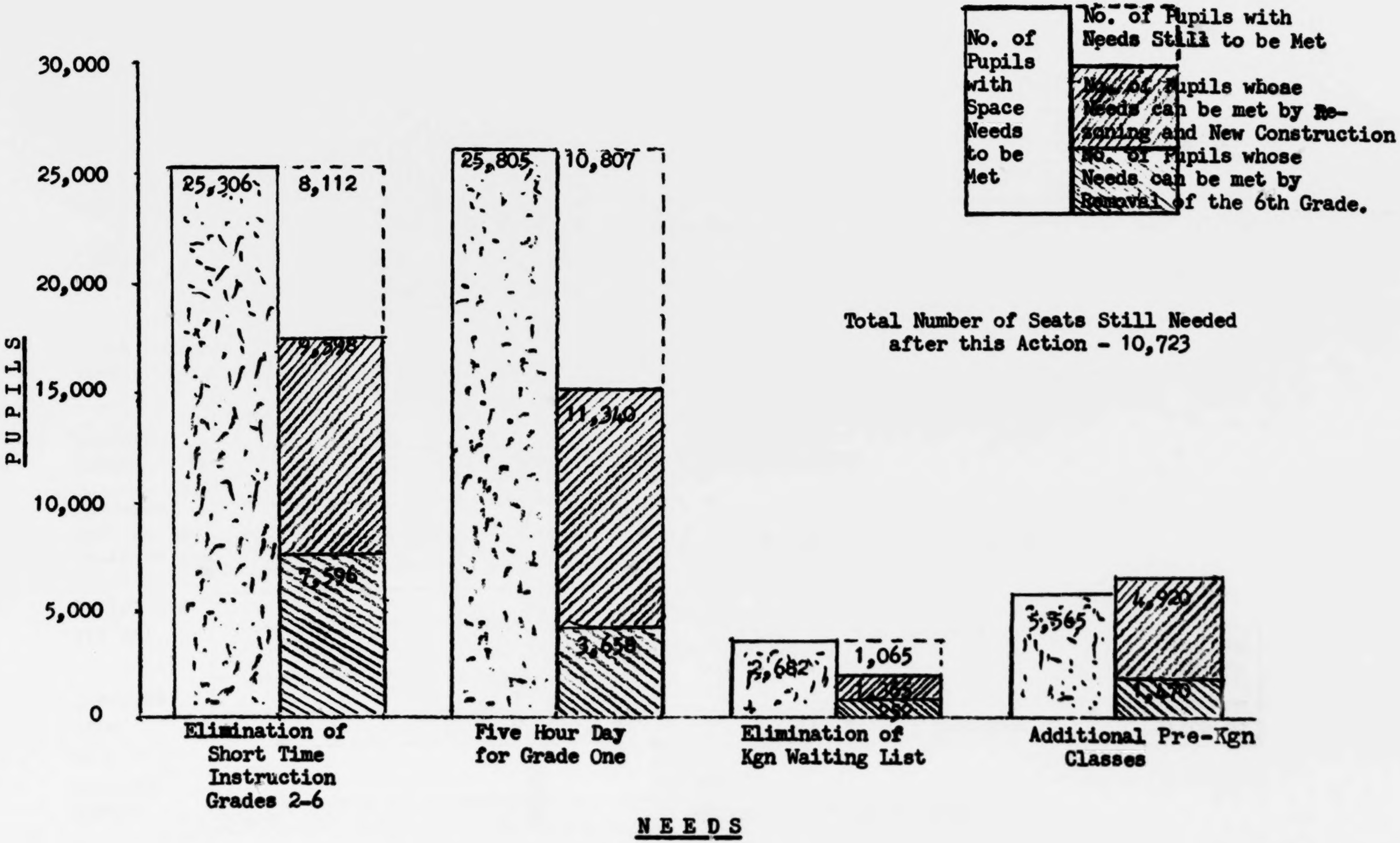


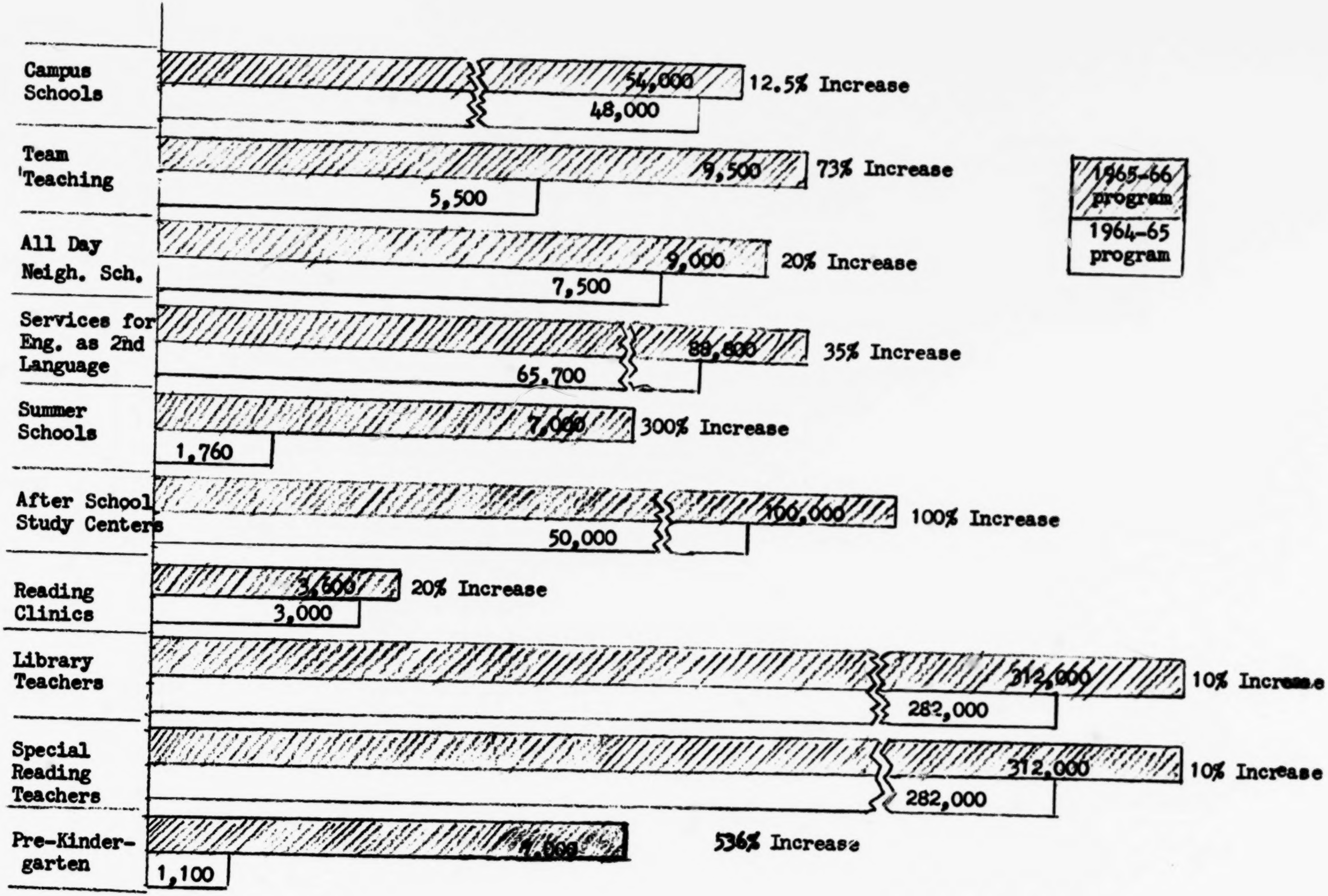
ELEMENTARY SCHOOLS WITH 90% OR MORE NEGRO AND P. R. PUPILS

TRANSFERRING 6th YEAR PUPILS IN SEPT. 1965 TO PROVIDE NEEDED CLASSROOM SPACE



SEPTEMBER 1965 SPACE NEEDS IN THE ELEMENTARY SCHOOLS AND ACTION TOWARD MEETING THESE NEEDS





1965-66 BUDGET REQUESTS FOR EXPANDED ELEMENTARY SCHOOL PROGRAMS AND SERVICES FOR THE DISADVANTAGED CHILD